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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

Option 1G: Germany and West Germany, 1918–89

AS and A Level History · Paper 1 · Option 1G

75 questions · 1500 marks · Mark schemes included

Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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17 questions · 340 marks

51

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15 questions · 300 marks

69

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QUESTIONS

75 questions · 1500 marks · grouped by sub-topic, lowest tariff first



THEME 1

POLITICAL SYSTEMS AND CHALLENGES: WEIMAR, NAZI GERMANY AND THE F

18 questions in this sub-topic · 360 marks · lowest tariff first



Q4

- 4 How far would you agree with the view that the stability of the Federal Republic of Germany was mainly achieved by avoiding the constitutional problems of the Weimar Republic?

(Total for Question 4 = 20 marks)



-
- 1 Was the growth of political extremism in Germany in the years 1919–1933 the main consequence of the Treaty of Versailles?

(Total for Question 1 = 20 marks)



-
- 1** How far do you agree that opposition to the Weimar constitution was the most significant problem for governments to deal with in the years 1919–33?

(Total for Question 1 = 20 marks)



-
- 3** How significant was support for democracy in maintaining the political stability of the FRG in the years 1949–89?

(Total for Question 3 = 20 marks)



-
- 1 How significant was the problem of political extremism in challenging effective government in the years 1919–30?

(Total for Question 1 = 20 marks)



-
- 1** Was the weakness of government during the Weimar Republic the main reason for the growth in support for the Nazi Party in the years 1919-33?

(Total for Question 1 = 20 marks)



- 2 Was political stability the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63?

(Total for Question 2 = 20 marks)



- 1 How accurate is it to say that the Weimar Republic fell because support for democratic government was limited in the years 1918-33?

(Total for Question 1 = 20 marks)



-
- 1 To what extent was opposition to democracy in the years 1918–23 different from opposition to democracy in the years 1930–33?

(Total for Question 1 = 20 marks)



-
- 1 How accurate is it to say that the weakness and eventual collapse of Weimar democracy, in the years 1919–33, was mainly caused by its constitution?

(Total for Question 1 = 20 marks)



-
- 1 Was a lack of popular support the main reason for the problems faced by the Weimar Republic in the years 1919–32?

(Total for Question 1 = 20 marks)



3 To what extent were the Weimar and FRG systems of government different?

(Total for Question 3 = 20 marks)



-
- 1** How far do you agree that opposition to democratic government was the most significant impact of the Treaty of Versailles within Germany in the years 1918–33?

(Total for Question 1 = 20 marks)



-
- 3** How far do you agree that democratic government was the main reason for political stability in the FRG in the years 1949–89?

(Total for Question 3 = 20 marks)



-
- 1** Was the nature of the Weimar constitution the main reason for the weakness of the Weimar Republic in the years 1919–33?

(Total for Question 1 = 20 marks)



- 4 How far do you agree that Ludwig Erhard made a more significant contribution to the success of the FRG than other politicians in the years 1949–89?

(Total for Question 4 = 20 marks)



-
- 1 Were economic challenges the main reason, in the years 1919–33, for the eventual collapse of the Weimar Republic?

(Total for Question 1 = 20 marks)



-
- 1** How accurate is it to say that the strength of extremist political parties was the main reason for the weakening and eventual collapse of democracy in the years 1919–33?

(Total for Question 1 = 20 marks)



THEME 2

CONTROL, OPPOSITION AND POPULAR SUPPORT, 1918–89

10 questions in this sub-topic · 200 marks · lowest tariff first



- 1 Was popular support for Hitler the main reason for the lack of effective opposition to the Nazi regime in the years 1933–45?

(Total for Question 1 = 20 marks)



- 2 How far do you agree that throughout the years 1934–45 the Nazi government was a popular dictatorship?

(Total for Question 2 = 20 marks)



-
- 1** Was the Nazis' indoctrination of children the main reason they were able to control the German people in the years 1933–45?

(Total for Question 1 = 20 marks)



- 2 How far do you agree that Nazi censorship was the most effective method used to control the people in the years 1933–45?

(Total for Question 2 = 20 marks)



- 4 To what extent was political persuasion by governments the most significant reason for their getting public support in the years 1933–89?

(Total for Question 4 = 20 marks)



-
- 3** How accurate is it to say that the nature of popular support for governments remained essentially unchanged in the years 1933–89?

(Total for Question 3 = 20 marks)



- 2 Was the punishment of opposition and dissent the main reason for the stability of the Nazi regime in the years 1933–45?

(Total for Question 2 = 20 marks)



-
- 3** How accurate is it to say that, in the years 1918–45, Germans continued to favour authoritarian government?

(Total for Question 3 = 20 marks)



- 2 Was censorship and propaganda the main reason for Nazi success in controlling the German people in the years 1933–45?

(Total for Question 2 = 20 marks)



- 4 How far do you agree that there was very little political dissent and active challenge to the governments of the FRG throughout the years 1949–89?

(Total for Question 4 = 20 marks)



THEME 3

ECONOMIC DEVELOPMENT AND LIVING STANDARDS, 1918–89

15 questions in this sub-topic · 300 marks · lowest tariff first



or

- 2 Were improved living standards the main consequence of German economic policies in the years 1933–45?

(Total for Question 2 = 20 marks)



- 4 How significant was support from outside Germany in the economic development of the FRG in the years 1949–89?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that government intervention was the most important factor in German economic development in the years 1945–89?

(Total for Question 4 = 20 marks)



- 4 To what extent were the economic challenges faced by the Weimar Republic different from those faced by the FRG?

(Total for Question 4 = 20 marks)



-
- 3** How far do you agree that the economic policies of the Nazi regime were remarkably similar to those of the FRG?

(Total for Question 3 = 20 marks)



3 How far do you agree that German living standards changed little in the years 1918-45?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that the most significant feature of German economic policies in the years 1933–89 was the desire to win popular support?

(Total for Question 4 = 20 marks)



-
- 3** To what extent was the Second World War a turning point in Germany's economic development in the years 1918–89?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that integration into the European economy was the most significant economic achievement of the FRG in the years 1949–89?

(Total for Question 4 = 20 marks)



- 4 How accurate is it to say that recovery from the Second World War was the most significant economic challenge for Germany in the years 1933–89?

(Total for Question 4 = 20 marks)



- 2 How accurate is it to say that the Great Depression (1929–32) was the most significant economic challenge that Germany faced in the years 1918–45?

(Total for Question 2 = 20 marks)



- 4 How far do you agree that the 'economic miracle' (1955–66) was the most significant feature of the economy in the years 1945–89?

(Total for Question 4 = 20 marks)



-
- 1** How far do you agree that the economic challenges faced by Weimar governments, in the years 1918–32, were caused mainly by the impact of the Treaty of Versailles?

(Total for Question 1 = 20 marks)



-
- 3** How accurate is it to say that improved living standards were the most significant outcome of economic activity in the years 1945–89?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that German living standards changed more in the years 1918–32 than they did in the years 1945–89?

(Total for Question 3 = 20 marks)



THEME 4

SOCIETY: WOMEN, MINORITIES, EDUCATION AND CULTURE

17 questions in this sub-topic · 340 marks · lowest tariff first



- 3** How accurate is it to say that the role of German women continued to be that of wife and mother in the years 1933-89?

(Total for Question 3 = 20 marks)



- 2 Were Nazi racial ideas the main reason for the nature of German social and economic policies in the years 1933–45?

(Total for Question 2 = 20 marks)



-
- 3** To what extent were education and culture in the Weimar Republic and the FRG the same?

(Total for Question 3 = 20 marks)



3 To what extent was German culture shaped by political ideology in the years 1918–45?

(Total for Question 3 = 20 marks)



- 2 Was increased freedom for women the main consequence of the Weimar Constitution in the years 1919–33?

(Total for Question 2 = 20 marks)



Q4

4 To what extent did the role and status of women change in the years 1939–89?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that the economy was the most important factor influencing the changing role and status of women in the years 1918-89?

(Total for Question 4 = 20 marks)



- 2 How far do you agree that the main consequence of Nazi policies towards women, in the years 1933-45, was an improvement in women's status?

(Total for Question 2 = 20 marks)



-
- 3** How far do you agree that attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic?

(Total for Question 3 = 20 marks)



- 2 How far do you agree that cultural policies, in the years 1933–45, were created mainly to support Nazi racial theories?

(Total for Question 2 = 20 marks)



- 2 How accurate is it to say that the worship of Hitler was the main consequence of Nazi educational and cultural policies in the years 1933–45?

(Total for Question 2 = 20 marks)



- 2 Were new employment opportunities the most important reason for improvements in the role and status of women in the years 1918–32?

(Total for Question 2 = 20 marks)



- 4 How far do you agree that Germans maintained a generally hostile attitude to cultural change in the years 1918–89?

(Total for Question 4 = 20 marks)



-
- 3** To what extent was education in the Weimar Republic similar to education in the FRG?

(Total for Question 3 = 20 marks)



- 2 How accurate is it to say that Nazi education and cultural policies were driven mainly by racial prejudice in the years 1933–45?

(Total for Question 2 = 20 marks)



- 4 How accurate is it to say that the role and status of women in the FRG was different from the role and status of women in the Weimar Republic?

(Total for Question 4 = 20 marks)



- 2 How accurate is it to say that, in the years 1933–45, Nazi policies regarding the role and status of women were primarily motivated by the aim to increase the size of the population?

(Total for Question 2 = 20 marks)



HISTORICAL INTERPRETATIONS

HITLER AND THE OUTBREAK OF THE SECOND WORLD WAR

15 questions in this sub-topic · 300 marks · lowest tariff first



SECTION 5

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that war broke out in 1939 because of the miscalculations of other European statesmen?

(20)



Extracts for use with Section C.

Extract 1: From Stephen J. Lee, *Hitler and Nazi Germany*, published 1998.

Hitler was above all an opportunist. The sequence of events which led to war played into Hitler's hands. Hitler was given his opportunity to remilitarise the Rhineland by the diversion of Britain and France against Italian aggression in Abyssinia the year before. He was able to take Austria with so little effort because Mussolini, who had originally opposed German schemes there, was now concentrating on an expanded overseas empire. The Sudetenland went Hitler's way because of Chamberlain's strong determination to avoid a European conflict which the lessons of the Spanish Civil War seemed to suggest might happen all too easily. The outbreak of war in 1939 was not the deliberate escalation of policy but rather Hitler's misreading of the Anglo-French guarantee made to Poland in March. Therefore war broke out because of the miscalculations of others, rather than it being the plan of a determined and evil genius.

Extract 2: From Ian Kershaw, *Hitler: Nemesis 1936–1945*, published 2001.

By 1939 Hitler constantly felt under pressure to act so that the military advantage would not swing to Britain. This strong driving force in Hitler's mentality was compounded by other strands of his extraordinary psychological make-up. Hitler thought of himself as a military genius, who having secured Austria and Czechoslovakia, would be able to take the next step in bringing about German greatness. This led him to a disastrous over-estimation of his own abilities. This was made worse by his extreme contempt for others – particularly in the military – who argued more rationally for greater caution. In the Polish crisis of August 1939, not just external circumstances, but also his personal psyche pushed him forwards, and made him risk everything. Hitler's dismay on 3 September at hearing of the British ultimatum [to declare war if Hitler refused to retreat from Poland] quickly gave way to optimism. There was no going back.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How convincing do you find the view that Hitler wanted the Second World War primarily to make living space for Germans?

(20)



Extracts for use with Section C.**Extract 1:** From William Carr, *A History of Germany 1815–1990*, published 1996.

Was Nazi foreign policy a continuation of policy under previous governments? In *Mein Kampf* Hitler made it perfectly plain that the restoration of the 1914 frontiers of Germany was not enough. Reunion with 'German Austria' – a step towards the greater Germany dreamt of since 1848 – was Hitler's declared ambition on the first page of the book. Germany's task was to gather together all German-speaking people in one great Reich, wherever they lived in Europe. Memories of the huge territories the Germans held in Russia at the end of World War 1 convinced Hitler that the true destiny of Germany lay in the east where they could find living space at the expense of 'Jewish-Bolshevik Russia'. A new and mighty Reich would arise dominating Europe from the Atlantic to the Urals, and the Slav peoples would be expelled to make room for German settlers.

Extract 2: From A.J.P. Taylor, *The Origins of the Second World War*, published 1961.

Was *Lebensraum** Hitler's sole idea or indeed the one that dominated his mind? To judge from *Mein Kampf*, he was obsessed by anti-Semitism, which occupies most of the book. *Lebensraum* gets only seven of the seven hundred pages. It was largely thrown in as a final reason for war with Russia, a sort of fantasy, to justify what he was up to. I do not believe Hitler had a constant plan for *Lebensraum*. By 'plan' I understand something which is worked out in detail. In this sense Hitler never had a plan for *Lebensraum*. There was no study of the resources in the territories that were to be conquered. There was no recruitment of staff to carry out these 'plans', no survey of Germans who could be moved, let alone any enrolment of settlers. In any case, Hitler was actually being relatively moderate when he sought only land in the east. This was less than Germany had wanted in World War 1.

A more persuasive motive for Hitler's focus on Russia is that an anti-Bolshevik crusade would win the hearts and minds of those in the west who thought him a champion of western civilisation.

* Lebensraum = living space

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that the outbreak of the Second World War was a result of 'blunders by Hitler and his opponents' (Extract 1, lines 15–16)?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From A. J. P. Taylor, *The Origins of the Second World War*, published 1963.

The economic advance of Soviet Russia obsessed Hitler. It was indeed startling. During the ten years between 1929 and 1939, while the manufacturing production of Germany increased by 27 per cent and that of Great Britain by 17 per cent Soviet Russia's increased by 400 per cent; and the process was only beginning. By 1938 Soviet Russia was the second industrial power in the world, ranking only after the United States. She had still far to go: her population was still impoverished, her resources were hardly developed. Hitler had not much time if he was to escape being overshadowed, and still less if he hoped to seize the Soviet Ukraine*. It would have made sense for Hitler to plan a great war against Soviet Russia. But, though he often talked of such a war, he did not plan for it. German armaments were not designed for such a war. Hitler's rearmament was only intended to reinforce a diplomatic war of nerves. It is hard to tell whether Hitler took the project of war against Soviet Russia seriously, or whether it was an attractive illusion with which to fool Western statesmen. The war of 1939, far from being premeditated, was a mistake, the result of blunders by Hitler and his opponents.

*Soviet Ukraine – land seized by Germany in 1918 and retaken by the Soviet Union by 1922

Extract 2: From Tim Mason, *Nazism, Fascism and the Working Class*, published 1995.

The attempt to explain the causes of the Second World War by the shortcomings of European statesmen is profoundly mistaken. The foreign policy of the Third Reich was dynamic in character, limitless in its aims to achieve domination and entirely lacking the idea of a 'diplomatic solution'. Expansionism is sometimes treated by historians merely as the restoration of German power in Europe, but the desire to expand was in itself a cause of war. The outbreak of a European war over Danzig was not just a matter of miscalculation on Hitler's part. Hitler took the straightforward risk that Britain and France would declare war in the event of a German invasion of Poland. The decision to take the risk launched the Second World War. Hitler would have preferred Britain and France to remain inactive, but the risk was so obvious that we must presume that he was ready to accept war with them if they were prepared to support Poland.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Second World War broke out because European statesmen were too concerned with appeasing Hitler?

(20)



Extracts for use with Section C.

Extract 1: From Ian Kershaw, *Hitler: Nemesis 1936–45*, published 2001.

The British government and their French allies had helped Hitler to gain a unique power-base. Now his actions could determine the fate of Europe.

Hitler's combination of bullying and blackmail could not have worked but for the weaknesses of the post-First World War settlement. The Treaty of Versailles gave Hitler the means to blackmail European statesmen. The western governments, although Britain more than France, did everything possible to avoid a new war. Their diplomats were no match for the techniques of lying and threatening used by Hitler. They went out of their way to appease him, but he simply increased his demands, as blackmailers do. By the time the western powers realised what they were up against, they were no longer in any position to bring the 'mad dog' to heel.

Extract 2: From Klaus Fischer, *Nazi Germany*, published 1996.

Hitler's foreign policy was based on rigid racial and expansionist ideas. Hitler's preferred method was the use of ruthless terror on behalf of evil policies of race supremacy, the subjugation and domination of inferior 'breeds', and the conquest of 'living space'. He believed that the Aryan race had evolved to the top of the biological and cultural order, and was destined to conquer the world under German leadership. In Hitler's mind the concept of race was intimately linked to that of space. This required the availability of land. He warned that the German people were doomed to slavery if they limited themselves to the national borders of 1914. It is perfectly legitimate to speak of a basic continuity in German foreign policy between 1890 and 1933, but Hitler ended it.

For Hitler war was not a last resort of foreign policy; it was a preferred means of achieving Germany's ends. Reliance on war meant Hitler's opponents were expected to give in completely.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Hitler invaded Poland in September 1939 because he thought that the Western powers would not intervene?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.**Extract 1:** From Karl Dietrich Bracher, *The German Dictatorship*, published 1971.

Poland was the last country where Hitler could claim to have legitimate grounds to revise the terms set out in the Treaty of Versailles. After the destruction of Czechoslovakia Hitler announced that the Danzig question had to be solved. Hitler did not believe that the guarantee Chamberlain had given to Poland in March 1939 had changed the European situation.

5

Hitler thought the guarantee to Poland was pure bluff. On April 28 he ended the German-Polish Non-Aggression Pact and the Anglo-German naval agreement; he now demanded a passageway through the Polish Corridor. His moves followed the same pattern as 1938, and he ordered the plans for the attack on Poland on September 1, 1939. Hitler had told his top military leaders in May that Danzig was only an excuse for further expansion. He claimed that *Lebensraum* and achieving a guaranteed food supply for Germany were his real motives.

10

Hitler had good reason to be optimistic. Even though the Western powers had begun to produce armaments on a greater scale, they still wanted appeasement.

15

Extract 2: From Gordon Craig, *Germany 1866–1945*, published 1978.

With the conclusion of the Nazi-Soviet Pact, which struck the Western capitals with the force of a thunderbolt, Hitler's preparations for the next phase of his eastern plan were complete. Had Hitler wanted to achieve his objectives by negotiation he could have done so. The Poles were now clear on the reality of their position and were eager for an arrangement. But Hitler did not want another Munich. He declined the advice of other European leaders, including that of Mussolini.

20

Ciano, the Italian Foreign Minister, asked Ribbentrop, Hitler's Foreign Minister, what Germany wanted from Poland. He was informed: 'We want war'. Ribbentrop was of course merely reflecting the thoughts of Hitler. At this point in his career no triumph seemed satisfactory to Hitler unless it involved devastating military force.

25

Hitler calculated that, if Western states intervened, it would give him the opportunity to destroy them and clear the way for the greater war against Russia that would fulfil Germany's destiny. Hitler was not surprised when the British and French governments responded to the invasion of Poland by declaring war on Germany.

30

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory?

(20)



Extracts for use with Section C.

Extract 1: From, John Hite and Chris Hinton, *Weimar and Nazi Germany*, published 2000.

It is true that from 1933 Hitler prepared Germany for war. He did this because he thought war in Europe was inevitable. However, it is too simple to say that the various stages of rearmament, militarisation and the annexations of Austria and Czechoslovakia were part of a master plan. His economic policies as well as his foreign policy was conducted by seizing opportunities as they occurred. 5
Hitler got what he could from the situation he was in, and was always ready to change his mind. Thus, whereas in *Mein Kampf* Hitler spoke of being allied with Britain to fight the Soviet Union, in 1939 he was allied with the Soviet Union and fighting Britain. He was not planning a general war in 1939 but, having decided that war with Poland was necessary, he began a war that he thought 10
would be easily won, against an isolated opponent. He did not intend war with Poland to turn into a world war.

Extract 2: From, Ian Kershaw, *Hitler: Profiles in Power*, published 1991.

Hitler's ideas were completely formed by the time he wrote *Mein Kampf* in 1924, and he never changed them. He saw himself as the man who could fulfil Germany's historic destiny. The essence of Hitler's world-view was his belief in history as racial struggle, which for Germans meant the defeat of both Slavs and Jews. He thought Germany's future could be secured only through the conquest of Lebensraum (living space) at the expense of Russia. There would have to be a fight to the finish with Marxism, or, in other words, destroy the 15
'Jewish Bolshevism' of the Soviet Union. Only when these things were achieved 20
could Germany be in its rightful place of European domination. The importance of these ideas is that Hitler held onto them with extraordinary stubbornness for over twenty years. These ideas, held by a dictator with unlimited power, caused the Second World War.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Hitler's ideological convictions were responsible for leading Germany to war in 1939?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From William Carr, *Hitler: A Study in Personality and Politics*, published 1978.

Hitler had much wider ambitions than the domination of Europe. Making Germany the dominant power in Europe with the help of Britain and Italy was only the first stage of his plan. After that Germany would build a great naval fleet, acquire colonies in Africa and then wage war for world domination.

There is considerable evidence to support this view. Hitler's extreme anti-Semitism made Germany's expansion onto the world stage a necessity if, as he thought, Jews were a worldwide threat to civilisation. That fanatical view gave Hitler the conviction that his role would be to defeat the Jews everywhere in the world. In Hitler's mind, his mission to save the world from the Jews gave Germany the right to world domination, and there is plenty of evidence scattered across *Mein Kampf* and the so-called *Secret Book* to back this up.

Hitler had absorbed plenty of nationalist racial ideology before World War One. His experiences after 1918 had strengthened his conviction that world domination was both necessary and achievable. Hitler's own ideological convictions led Germany to war because he saw it as a crusade against his ideological enemies.

Extract 2: From Donny Gluckstein, *The Nazis, Capitalism and the Working Class*, published 1999.

Though Nazi Germany was compelled to challenge the existing balance of power in the late 1930s, world war was certainly not inevitable in 1939. If Germany's rivals had continued to give Germany the room to expand, world war could have been avoided. At first this seemed likely as Britain adopted the policy of appeasement. Britain's policy reflected public opposition to war (after the horrors of 1914-18) and the fear that Britain was not ready militarily. But Hitler knew there was a further British motive for appeasement. Lord Halifax had revealed to Hitler in a meeting in 1937 that Germany could 'rightly be seen as a barrier defending the West against Bolshevism.'

This implied approval from Britain made Hitler act ever more boldly on the international scene, first annexing Austria and then occupying Czechoslovakia. However, western powers would not allow German expansion indefinitely and Hitler completely misunderstood the seriousness of western pledges to defend Poland. Hitler felt confident about Germany's military preparations too, and this led him to risk war in 1939.

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Hitler was personally responsible for the outbreak of war in 1939?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.

Extract 1: From Tim Mason, *Nazism, Fascism and the Working Class*, published 1995.

Hitler never had a 'foreign policy' in a conventional sense because his personality was a decisive factor. A persuasive argument as to why Hitler took Germany into war in 1939, and also why it turned into a world war, is that Hitler never understood Britain nor the British Empire. He seems to have thought that there could be some kind of division of world power between a German dominated Europe and a sea-based British Empire. 5

Hitler completely misunderstood British interests, and that the British government was bound to become involved in war with Nazi Germany as soon as Hitler's threats turned into wars of aggression. Hitler never understood that above all Britain desired some sort of balance of power in Europe. This is why Britain gave in, or at least declined to act forcefully, when Hitler took Austria and Czechoslovakia. However, Britain could never allow Germany to pursue expansionist wars of aggression. Britain had no choice but to guarantee Poland's sovereignty. British appeasement was all but finished when the Nazi-Soviet Pact was signed, but Hitler did not see it. 10 15

Extract 2: From Christian Leitz [Ed.], *The Third Reich*, published 1999.

What drove Germany to war in 1939 was not the charismatic leadership of Adolf Hitler alone. The German armed forces also thought that major war was likely, and would be a long-drawn out affair, that would become a war between economies. This way of thinking had been around since before 1914 and continued to influence foreign policy. In this sense Hitler was the spokesman for historic German imperialist interests. 20

There were strong economic motives for expansion from 1936 onwards. Brown coal from the Sudetenland for synthetic fuel, as well as the coal and machinery industry from Czechoslovakia and Silesia, were simply slotted into preparations for war. These were not the acts of a mad and egotistical leader whose policies were out of control. These acts were a coordinated diplomatic and economic offensive into eastern and south-eastern Europe. All this was driven by the German government and its officials to strengthen Germany's war potential. Hitler's unique personality and leadership style has tended to disguise this reality. 25 30

Acknowledgement

Extract 1 from: Tim Mason, 'Fascism and the Working Class', Tim Mason, Cambridge University Press 1995

Extract 2 from: Christian Leitz, 'The Third Reich', Blackwell Publishing 1999

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Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 In the light of differing interpretations, how convincing do you find the view that the Second World War was caused by Hitler's racist ideology?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Extracts for use with Section C.

Extract 1: From Richard J Evans, *The Third Reich in Power*, published 2005.

War had been the objective of the Third Reich and its leaders from the moment they came to power in 1933. From that point, up to the actual outbreak of hostilities in September 1939, they had focussed relentlessly on preparing for a conflict that they hoped would bring European, and eventually world, domination for Germany.

5

Germany's destiny was linked in the minds of Hitler and the leading Nazis to conflict and war. Aryan racial theory, the pseudo-science that underlay so much of Hitler's thinking, envisioned a world in which nations and races were engaged in a perpetual struggle for survival.

Thus, there was an urgent need, as Hitler saw it, to make Germany and the Germans fit for combat. As war drew closer, above all from late 1937 onwards, the radicalism and ruthlessness of the regime grew with it. The thoroughness and ruthlessness of the Nazi attempt to remould Germany and Germans were without parallel.

10

The war launched against Poland on 1 September 1939 was a war of racial conquest, subjugation and extermination.

15

Extract 2: From AJP Taylor, *The Origins of the Second World War*, published 1964.

Little can be discovered about why war broke out in September 1939 as long as we go on attributing to Hitler everything that happened. He supplied a powerful dynamic element, but he was only contributing to a process that was already underway. Hitler was in part the creation of Versailles, in part the creation of ideas that were common in contemporary Europe. Most of all he was the creation of German history and of the Germany that he lived in and felt part of. He would have counted for nothing without the support and cooperation of the German people. Hitler was, to a large extent, articulating the feelings of the German people.

20

25

As supreme ruler of Germany, Hitler bears the greatest responsibility for starting the Second World War. However, Hitler's foreign policy was not remarkably different from the other powers in Europe. True, he aimed to make Germany the dominant power in Europe, and perhaps, in the world, but other powers pursued similar aims. It was the threat of German expansion that made Britain and France oppose Hitler.

30



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Extract 1 from: The Third Reich in Power, 1933 - 1939: How the Nazis Won Over the Hearts and Minds of a Nation by Richard J. Evans © Penguin, 2012

Extract 2 from: The Origins of the Second World War by Professor A J P Taylor © Penguin Books, 1991



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Hitler invaded Poland because he thought the coming war would be a 'local conflict' [Extract 1, line 6]?

(20)



Extracts for use with Section C.

Extract 1: From Michael Burleigh, *The Third Reich: A New History*, published 2000.

Hitler had used bullying tactics against Austria and Czechoslovakia but after September 1939 he resorted to massive military force against Poland. The Molotov-Ribbentrop Non-Aggression Pact gave Hitler massive confidence. He thought of Britain and France as hesitant and weak. He did not believe they could fight a general war to save Poland, and this suggested that he could risk invading Poland and keep the war as a local conflict. 5

Hitler had a low opinion of British and French politicians. He was convinced that he was dealing with, in his words, 'little worms'. Hitler failed to understand that Poland was not the main issue. The British and French had drawn a line in the sand with their guarantees to Poland in the spring, signalling that they would not tolerate further German expansion. Hitler decided to cross that line, believing that war with Poland would be local. It apparently came as a shock to Hitler when Britain and France declared war. 10

Extract 2: From Richard J Evans, *The Third Reich in Power*, published 2006.

In September 1939 Hitler was prepared for a general war against Britain and France. From Hitler's point of view, Chamberlain's guarantee to Poland lacked credibility on a number of grounds. For example, how was Britain actually going to come to the aid of Poland if war really did break out? The Polish guarantee made the invasion of Poland more urgent. Hitler rejected the Non-Aggression Pact signed with Poland in 1934 as well as the Naval Agreement with Britain signed in 1935. 15 20

It was necessary to attack Poland at the first opportunity. Hitler told his military leaders that further foreign policy successes could not be won 'without bloodshed'. Hitler told them that the coming war was not about Danzig*, but to secure living space in the East and secure food supplies. Although Hitler wanted to be able to deal with Poland without British interference if possible, in his heart of hearts he knew that war with Britain and France was inevitable. 25

*Danzig was a city taken from Germany by the Treaty of Versailles in 1920.

Acknowledgements:

Extract 1 from: *The Third Reich: A New History*, Michael Burleigh, MacMillan 2000

Extract 2 from: *The Third Reich In Power* Richard J Evans, Penguin Books 2006



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Britain and France assisted Hitler's desire for war?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.**Extract 1:** From Ian Kershaw, *Hitler 1936–1945: Nemesis*, published 2001.

On 1 September 1939, Chamberlain told the House of Commons that responsibility for the coming war belonged to one man, Hitler. Such a personalised view left out the sins of others. The British government and its French allies had assisted Hitler in creating a unique power base in Europe.

Internationally, Hitler's combination of bullying and blackmail could not have worked but for the fragility of the post-war European settlement. The Treaty of Versailles was central to Hitler's blackmailing strategy. Not least, the Versailles Treaty had left an uneasy guilt complex in the West, especially in Britain. Now Hitler's actions could determine the fate of Europe. 5

The western governments, although Britain more than France, did everything possible to avoid a new war. Their diplomats were no match for the techniques of lying and threatening used by Hitler. They went out of their way to appease him, but he simply increased his demands, as blackmailers do. By the time the western powers realised what they were up against, they were no longer in any position to bring Hitler, the 'mad dog', under their control. 10 15

Extract 2: From Klaus Fischer, *Nazi Germany*, published 1996.

Hitler's foreign policy was based on rigid racial and expansionist ideas. This is why Hitler chose to use war and ruthless terror as his means to extend Germany's dominance in Europe. He wanted the subjugation and domination of 'inferior races', and the conquest of 'living space'. He believed that the Aryan race had evolved to the top of the biological and cultural order, and was destined to conquer the world under German leadership. 20

In Hitler's mind, the concept of race was intimately linked to that of 'living space'. This concept required the availability of land. He warned that the German people were doomed to be perpetually dominated if they limited themselves to the national borders of 1914. It is perfectly legitimate to speak of a basic continuity in German foreign policy between 1890 and 1933, but Hitler ended it. For Hitler war was not a last resort of foreign policy; it was a preferred means of achieving Germany's aims. Reliance on war meant Hitler's opponents were expected to give in completely. 25

AcknowledgementsExtract 1 from: Ian Kershaw, *Hitler 1936-1945: Nemesis*, Penguin, 2001Extract 2 from Klaus Fischer, *Nazi Germany*, Bloomsbury, 1996

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Hitler invaded Poland because he wanted to fight a general European war?

(20)



Extracts for use with Section C.**Extract 1:** From Gordon Craig, *Germany 1866–1945*, published 1978.

By the summer of 1939 no triumph seemed satisfactory to Hitler unless it involved devastating military force.

When news of the Nazi-Soviet Pact reached the Western governments it struck them with the force of a thunderbolt. Hitler's preparations for the next phase of his eastern plan were complete. Had Hitler wanted to achieve his objectives by negotiation he could have done so. The Poles were now ready to negotiate with Germany. But Hitler did not want another Munich. When Ciano, the Italian Foreign Minister, asked Ribbentrop, Hitler's Foreign Minister, what Germany wanted from Poland, he was informed: 'We want war'.

Hitler calculated that, if Western states intervened, it would give him the opportunity to destroy them and clear the way for the greater war against Russia that would fulfil Germany's destiny. Hitler was not surprised when the British and French governments responded to the invasion of Poland by declaring war on Germany.

Extract 2: From Karl Dietrich Bracher, *The German Dictatorship*, published 1971.

After the destruction of Czechoslovakia Hitler announced that the Danzig question had to be solved. He thought, and with good reason, that Britain and France still wanted appeasement. Hitler still thought this, even though the Western powers had begun to produce armaments on a greater scale.

Had the guarantee that Chamberlain gave to Poland in March 1939 changed the European situation? Hitler thought the guarantee to Poland was pure bluff. On April 28 he ended the German-Polish Non-Aggression Pact and the Anglo-German Naval Agreement. He now demanded a passageway through the Polish Corridor. Hitler's moves suggested he was following the same plan as he had with the Czechs in 1938.

Hitler had told his top military leaders in May that Danzig was only an excuse for further expansion. He claimed that *Lebensraum* and achieving a guaranteed food supply for Germany were his real motives. Hitler had good reason to be optimistic that he would get away with it.

Acknowledgements:**Extract 1 from:** *Germany 1866-1945*, By Gordon A. Craig © Oxford University Press, September 1978**Extract 2 from:** *The German Dictatorship - The Origins, Structure, and Effects of National Socialism*, By Karl Dietrich Bracher © Praeger Publishers, January 1970

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Hitler's invasion of Poland was not part of a 'well-thought-out plan'? [Extract 1, line 1]

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Extracts for use with Section C.

Extract 1: From Gerhard L. Weinberg, *The Nazi-Soviet Pacts: A Half-Century Later*, published 1989.

Hitler did not invade Poland as part of a well-thought-out plan, his strategy evolved.

Hitler's primary method for gaining influence over Poland was to get them to join the Anti-Comintern Pact. The leaders of Poland were strongly anti-Communist but they did not want to surrender Poland's independence. When the Poles refused to submit to Hitler's demands, he then decided that a war against Poland was necessary. 5

Hitler now required an opportunistic change in Germany's relationship with the Soviet Union. Working with the Soviets to partition Poland appeared to offer Germany a number of advantages. It would isolate Poland for a quick attack, and might deter Britain and France from coming to Poland's aid. 10

The prospect of an alliance with Stalin looked even more attractive to Hitler at a time when he could not persuade Italy to join him in fighting a war. Hitler believed that a quick and decisive war on the west would allow him to make war on Russia later. The German military leaders were very keen on war against Poland and then a one-front war on the west. 15



Extract 2: From Milan Hauner, *Did Hitler want a World Dominion?*, published 1978.

During the first stage of his plan Hitler wanted Germany to achieve domination of the European continent. The enlarged Third Reich, which would emerge in defiance of the Treaty of Versailles, was to be called the Greater German Reich and it was to last for a thousand years. German-speaking groups were to be brought together and lost territories, mostly in Poland, recovered. 20

Additionally, Poland, once subdued, would give Hitler's armed forces an important land base from which to attack Russia. This explains why Hitler's acceptance of the Anglo-German Naval Treaty of 1935 occurred. He did not envisage using the fleet during the initial stages of his aggressive moves on the Continent. 25

Anschluss with Austria was the first act of direct Nazi aggression. Hitler, who was convinced that Britain and France would remain passive, was then ready to risk a limited war against Czechoslovakia as early as Autumn 1938. When the Sudetenland was taken without war, the rest of Czechoslovakia swiftly followed. 30

In September 1939 the invasion of Poland completed the first stage of Hitler's plan.

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Acknowledgements:

Extract 1 from: <https://www.foreignaffairs.com/articles/europe/1989-09-01/nazi-soviet-pacts-half-century-later>

Extract 2 from: *Did Hitler Want a World Dominion?*, By Milan Hauner, © Journal of Contemporary History, 1978.



Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** Historians have different views about how far Hitler's foreign policy was responsible for the Second World War. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Hitler took Germany to war because he misunderstood British foreign policy?

(20)



Extracts for use with Section C.**Extract 1:** From Tim Mason, *Nazism, Fascism and the Working Class*, published 1995.

Hitler's unique personality was the decisive factor in German foreign policy. The reason why Hitler took Germany into war in 1939, and why it then turned into a world war, was because Hitler never understood Britain and the British Empire. Hitler thought that the world could be divided between Britain as the sea-based power and Germany as the dominant power in Europe.

5

Hitler completely misunderstood British interests, and that the British government was bound to become involved in war with Nazi Germany as soon as Hitler's threats turned into wars of aggression. Hitler never understood that, above all, Britain desired some sort of balance of power in Europe. This is why Britain gave in, or at least declined to act forcefully, when Hitler took Austria and Czechoslovakia. However, Britain could never allow Germany to get away with expansion by waging wars of aggression.

10

Britain had no choice but to guarantee Poland's sovereignty, and this should have told Hitler that appeasement was finished. But Hitler did not understand this.

15

Extract 2: From Christian Leitz, *The Third Reich*, published 1999.

The charismatic personality of Adolf Hitler is not the reason Germany went to war in 1939. Since before the First World War the German elites had planned wars to increase Germany's economic strength.

Hitler understood Germany's historic economic needs, and set out to fulfil them. The economic motives for expansion increased after 1936 and explain the Nazi takeover of Austria and Czechoslovakia. Brown coal from the Sudetenland was used for synthetic fuel. Coal and machinery for industry was taken from Czechoslovakia. These were all integrated into the economic structure of the Four Year Plan.

20

These were not the acts of a mad and egotistical leader whose policies were out of control. They were a coordinated offensive into eastern and south eastern Europe for economic gains. This was driven by the German government as well as Hitler. Their motive was to strengthen Germany's war potential. Hitler's unique personality and leadership style has tended to disguise this reality.

25

30

Acknowledgements:**Extract 1 from:** *Nazism, Fascism and the Working Class*, Tim Mason, Cambridge University Press, 1995**Extract 2 from:** *The Third Reich*, Christian Leitz [Ed.], Blackwell Publishing, 1999

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy' [Extract 1, lines 1–2]?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)



Extracts for use with Section C.**Extract 1:** From Stephen J Lee, *Hitler and Nazi Germany*, published 1998.

One of the factors that influenced Hitler was the past traditions of German foreign policy. There is a considerable degree of continuity between the objectives of Hitler on the one hand and the foreign policy of the Second Reich* and the Weimar Republic on the other. Germany was on an expansionist path well before the Nazi era, but Hitler took this further with his concept of *Lebensraum*. Germany's aims during the First World War were extensive. They included economic control of Belgium, Holland and France, as well as unification with Austria, and the establishment of a Greater Germany. 5

The Weimar Republic also helped to shape Hitler's approach to foreign policy. Stresemann, Foreign Minister between 1923 and 1929, had focused on revision of the Treaty of Versailles. The army, under von Seeckt, had already begun to evade the military restrictions imposed on Germany in 1919. Hitler added a racist element to these existing threads of foreign policy. Hitler accelerated the process of revision between 1933 and 1936. By 1937, he was sufficiently confident to revive the expansionist aims of the Second Reich. 10 15

*Second Reich – the German Empire 1871–1918

Extract 2: From Ian Kershaw, *Hitler*, published 1991.

How did Hitler's idea of a crusade against 'Jewish-Bolshevism' come to dominate German foreign policy? And what was Hitler's contribution to this process?

As European diplomacy collapsed spectacularly in the years 1938–39, it was Hitler who gave the decisive push. German foreign policy was driven by the need to gain economic and military advantages, and these were justified by Nazi ideology. German dynamism, along with the weakness of the western democracies, accelerated tensions which took Europe over the brink and into the abyss of war. 20

German expansionism was not entirely down to Hitler, but the course, character and speed of expansion in the run-up to war were all driven by him. Only Hitler would have been prepared to risk war over Austria and Czechoslovakia when German armaments were still not ready for a major conflict. Even Goering was visibly backing away from Hitler's dangerous risk taking as war loomed. 25 30

War in Europe came about because one man could wield such enormous, unconstrained power. Hitler and a small band of military and political fanatics took Europe to war.

Acknowledgements:**Extract 1 from:** *Hitler and Nazi Germany*, Stephen J Lee © Routledge, 1998**Extract 2 from:** *Hitler*, Ian Kershaw © Longman, 1991

MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the stability of the Federal Republic of Germany was mainly achieved by avoiding the constitutional problems of the Weimar Republic. In considering how avoiding the constitutional problems of the Weimar Republic did increase the stability of the FRG a range of factors should be analysed and evaluated. Relevant points may include: • The Constitution of the FRG (Basic Law) was designed to prevent small extremist parties from getting into parliament, unlike Weimar • Extremist parties were banned in the FRG, e.g. banning the KPD, ensuring the control of a political elite contrasts with the way Hitler was able to destabilise Weimar 1930-33 • The President was not popularly elected and had limited powers and therefore could not rule by decree, contrasting with Hindenburg in the years 1930-33 • The main parties understood the need to work around shared policies avoiding the adversarial Weimar politics, e.g. 'vanishing opposition' in the 1960s In considering other reasons for the stability of the FRG other factors should be analysed and evaluated. Relevant points may include: • The support of allied powers in establishing stable government, e.g. Marshall Aid, (contrasts with the constraints Germany faced from the Treaty of Versailles) • Erhard's 'Economic Miracle' promoted acceptance of the regime by employers and workers (more socially cohesive than Weimar) • The West wanted to maintain the FRG as a buffer against Communism and provided military protection (German security was not a problem of the same magnitude as under Weimar) • Adenauer made sure Germany was not isolated from Europe by pursuing economic integration that led to the establishment of the EU (unlike Germany in 1919) Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the growth of political extremism in Germany in the years 1919-33 was the main consequence of the Treaty of Versailles. The significance of political extremism in Germany in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The growth of paramilitary organisations and murders of politicians associated with signing the Treaty of Versailles was a significant danger to the Weimar Republic, e.g. the killing of Walter Rathenau • Anti-Versailles propaganda was a significant part of successful Nazi propaganda, e.g. the Nazi promise to unite Germans abroad with Germany • KPD anti-Versailles propaganda concerning Germany being denied the 'right to self-determination', was significant in promoting Soviet communism • The severe effects of the 1929 depression on Germany convinced many Germans that the Treaty of Versailles had weakened Germany, and thus they turned away from the Weimar parties in the elections to 1933. The significance of other consequences of the Treaty of Versailles in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The significance of the economic consequences of Versailles were brought out in the crisis over reparations in 1923 with hyperinflation, e.g. the currency became worthless • The military clauses of the Versailles treaty diminished the importance of the armed forces • Many Germans became citizens of foreign states • The Versailles treaty made Germany reliant on foreign powers, e.g. the Dawes and Young Plans. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree with the view that opposition to the Weimar constitution was the most significant problem for governments to deal with in the years 1919-33. Evidence and argument that opposition to the Weimar constitution was the most significant problem that governments had to deal with in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The opposition to the Weimar constitution from those Germans loyal to the Kaiser, e.g. Wolfgang Kapp's attempted putsch • The opposition to the Weimar constitution from within the state, e.g. the sympathetic treatment given to the murderers of Rathenau • The opposition to the Weimar constitution from the extreme right and their attempts to undermine the authority of Weimar governments, e.g. the inclusion of Hitler in the Harzburg Front in 1931 • The opposition of the KPD to the Weimar constitution which they contrasted to the Soviet Union with some success, e.g. Thalmann took 13.2% of the vote in the 1932 presidential election. Evidence and argument that other problems were as or more significant than opposition to the Weimar constitution should be analysed and evaluated. Relevant points may include: • Defeat in World War I created many problems for the early Weimar governments, e.g. the difficulty of demobilising troops • The economic consequences of the post-war settlement nearly proved fatal in 1923 • The reliance of Germany on foreign loans, e.g. the Dawes and Young Plans • The problems of world-wide depression after 1929 and its devastating effects on Germany. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how significant support for democracy was in maintaining the political stability of the FRG in the years 1949-89. Evidence and argument that support for democracy was significant in maintaining the political stability of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include: • Support for democracy was an essential precondition for US support of the FRG in overcoming the legacy of Nazism • A significant number of Germans supported the Basic Law because it guaranteed rights while avoiding the excessive democracy of the Weimar Republic • Challenges to the regime were dealt with by democratic means, and with some success, e.g. the election of 1972 endorsed Brandt's controversial policy of <i>Ostpolitik</i> • The high turnout of voters in elections indicates broad engagement with the democratic process, e.g. a turnout of 84.3 per cent in the 1987 election. Other reasons for maintaining the stability of the FRG should be analysed and evaluated. Relevant points may include: • The support from western governments for reconstruction after the war gave the FRG a secure economic foundation, e.g. Marshall Aid • Erhard's 'economic miracle' and the 'social economy' saw benefits for workers and limited opposition • Integration into the European economy saw German manufacturing flourish as markets opened and ensured economic contentment with the regime • The Emergency Law (1968) allowed the government to take authoritarian measures against perceived opponents. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how significant the problem of political extremism was in challenging effective government in the years 1919–30. The significance of the problem of political extremism in challenging effective government in the years 1919–30 should be analysed and evaluated. Relevant points may include: • The Kapp putsch led by officers of the Freikorps led to the elected government fleeing Berlin • The KPD's attempt to create a workers' republic in Saxony in 1923 was short-lived but registered dangerous opposition at a time of national crisis • Hitler's Munich Putsch was given tacit support by the judiciary and thus gave legitimacy to Nazi hostility to democracy, and allowed his speedy return to politics • The economic crisis of 1929 massively increased the votes for anti-Weimar parties, e.g. from 4.5 million votes in 1928 to nearly 13 million votes in 1930. The significance of other problems that challenged effective government and/or the limitations of the challenge from political extremism should be analysed and evaluated. Relevant points may include: • The Treaty of Versailles produced economic and political consequences that challenged the government, e.g. the crisis of 1923 and hyperinflation • Proportional representation led to unstable coalition governments with a short lifespan, e.g. there were 14 governments appointed between 1919 and 1928 • Political extremism was of little significance in the years 1924–28 as the economy picked up • The Wall Street Crash and the recall of loans to Germany was an external factor that created a social and economic crisis that hampered effective government • The collapse of the Muller coalition in 1930 was mainly the result of division between the pro-Weimar parties over how the money for unemployment insurance should be raised. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the weakness of government during the Weimar Republic was the main reason for the growth in support for the Nazi Party in the years 1919-33. Evidence and argument that the weakness of government during the Weimar Republic was the main reason for the growth in support for the Nazi Party in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The Weimar constitution produced weak coalition governments that fed Nazi growth by allowing Hitler to pose as the strong leader Germany needed • Nazi crimes including murder and treason were treated ineffectually by the courts and the government missed the opportunity to effectively limit their appeal, e.g. Hitler's sentence for his part in the Munich Putsch • The weakness of Weimar government was a recurring theme in Hitler's popular speeches in which he advocated overthrowing democracy as a solution to Germany's woes • The failure of Weimar governments to deal with economic crises fed Nazi propaganda, e.g. the 'Bread, Work and Freedom' posters, which won the Nazis votes after 1929. Evidence and argument about other reasons for the growth in support for the Nazi party in the years 1919-33 should be analysed and evaluated. Relevant points may include: • Hitler's appeal to Germans as a man of conviction, e.g. his much publicised speech from the dock at his trial in 1923 • The Hitler Youth attracted boys with its activities of camping, sport and patriotism • The Nazis used highly effective propaganda directed by Goebbels, e.g. the 'Hitler Over Germany' campaign, which made Hitler look dynamic • External economic crises created the conditions for the Nazi message to gain credence • The Nazi Party enjoyed substantial support and funding from big business, e.g. the steel producer Fritz Thyssen and the lavish donations from the Industrieklub after his 1932 speech in Dusseldorf. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether political stability was the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63. Evidence and argument that political stability was the most important consequence of Konrad Adenauer's Chancellorship in the years 1949-63 should be analysed and evaluated. Relevant points may include: • The political stability created by Adenauer was an important consequence because it satisfied Western powers and led to the removal of occupying allied troops in 1952 • Political stability was essential to maintain the FRG as a viable independent country after the split from the GDR, e.g. it was recognised as an independent sovereign state in 1955 • The consequence of political stability in the sense that it was committed to democracy and a peacetime economy enabled the FRG to join NATO in 1955, which provided military protection from the Eastern Bloc • Political stability in the sense that it was committed to peaceful trading with no idea of territorial expansion led to the FRG joining the EEC in 1957, which would have been impossible without French support. The importance of other consequences of Konrad Adenauer's Chancellorship in the years 1949-63 should be analysed and evaluated. Relevant points may include: • The de-Nazification of Germany was managed effectively to create a government that could break with the Third Reich while keeping some of its talented personnel, e.g. the Amnesty Laws • The creation of a social market economy with the aim of sharing burdens equally gave all Germans a stake in the country • The 'economic miracle' saw the FRG become a world economic power, e.g. the German supply of war materials during the Korean War • The establishment of a foreign policy that would begin Germany's integration into Europe and establish western allies among former opponents. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the Weimar Republic fell because support for democratic government was limited in the years 1918–33. Evidence and argument that the Weimar Republic fell because support for democratic government was limited in the years 1918–33 should be analysed and evaluated. Relevant points may include: • The failure of coalitions limited support for democratic government and encouraged anti-Weimar parties, e.g. 15 separate governments in the years 1919–30 allowed Hitler to dub democracy as 'decadent' • The democratic parties were discredited by the economic crisis and hyperinflation of 1923, which saw risings led by the KPD and the parties of the extreme right • The democratic parties lost crucial support during the economic crisis of 1929 by failing to resolve their economic priorities and hastening Presidential rule, e.g. the collapse of the Muller coalition in 1930 • The period of Presidential rule, 1930–33, saw the decline of support for democratic parties and the rise in support for anti-Weimar parties, e.g. the support for the KPD and NSDAP in the 1932 elections. Evidence and argument that support for democratic government was not limited and/or there were other reasons for the fall of the Weimar Republic in the years 1918–33 should be analysed and evaluated. Relevant points may include: • Elections in Weimar Germany saw both a high turnout and a proliferation of parties representing different groups, showing substantial support for democracy • The German people did not turn against democracy during the crisis of 1923 and the democratic parties saw a surge in support from 1924 to 1929, showing the resilience of democratic values • The economic crisis of 1929 forced desperate Germans to seek radical solutions, which created a shift in support from the democratic parties to the KPD and NSDAP • The talents of Hitler and the Nazis in gaining mass popular support was a major factor in undermining the Weimar Republic, e.g. the 'Hitler Over Germany' campaign in 1932 • The growth of the KPD after 1930 alarmed the German middle classes who turned to Hitler, and this in turn made him a viable candidate for the role of Chancellor. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which opposition to democracy in the years 1918-23 was different from opposition to democracy in the years 1930-33. The extent to which opposition to democracy in the years 1918-23 was different from opposition to democracy in the years 1930-33 should be analysed and evaluated. Relevant points may include: • The Communist's revolutionary threat to democracy was stronger in the years 1918-23 whereas they were only an electoral threat 1930-33, e.g. the Ruhr and other revolutionary risings in Saxony and Thuringia • The civil service and judiciary were, on the whole, more sympathetic to democracy in the years 1930-33, e.g. the replacement of strongly nationalist judges • Hindenburg was more sympathetic to right-wing opponents of democracy than Ebert was in 1918-23, e.g. he was willing to appoint Hitler to the role of Chancellor in 1933 • In the years 1930-33 there was increasing opposition to democracy from within the Reichstag, e.g. Nazis and Communists got 52% of the vote in July 1932 and 50% in November. The extent to which opposition to democracy in the years 1918-23 was similar to opposition to democracy in the years 1930-33 should be analysed and evaluated. Relevant points may include: • The charge against Weimar politicians of being 'November Criminals' remained a continuous feature of right-wing opposition to democracy • The humiliation of the Treaty of Versailles remained at the centre of the propaganda of right-wing opponents of democracy • The consolidation of Communism in Russia maintained the KPD as an alternative to Weimar democracy • The opposition to democracy in both periods was largely driven by economic crisis and the complaint that Weimar democracy was ineffective. Other relevant material must be credited.

1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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1	1–4	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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3	11–16	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
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3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.



4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether economic challenges were the main reason, in the years 1919-33, for the eventual collapse of the Weimar Republic. The importance of the economic challenges was the main reason, in the years 1919-33, for the eventual collapse of the Weimar Republic should be analysed and evaluated. Relevant points may include: • The post-war inflation added difficulty to the republican administration of 1919, e.g. widespread malnutrition until 1922 stoked discontent in a population expecting a return to normality • The hyperinflation from 1922-3 fed discontent and was a cause of the risings in Saxony, Thuringia and Bavaria and fed anti-Weimar politics • The 1929 Wall Street crash ended coalition government and saw the rise of anti-Weimar parties and street violence, e.g. the KPD vote grew to 14.3 per cent and the Nazi vote to 18.3 per cent in the election of 1930 • The post-1929 depression caused high unemployment that fed authoritarian government and caused key political and military figures to turn away from liberal democracy and towards the appeal of Hitler and the Nazis. The importance of other reasons for the eventual collapse of the Weimar Republic should be analysed and evaluated. Relevant points may include: • The use of proportional representation led to a series of coalitions and Chancellors that disrupted continuity of government, e.g. eleven Chancellors in the years 1919-30 • The Treaty of Versailles disrupted government because it provided a totem to the anti-Weimar parties and contributed to the motivations of the Kapp and Munich Putsches • The reparations demanded by the allies led to the disruptions of 1923 that were near fatal to Weimar, e.g. the French invasion of the Ruhr • The ageing President Hindenburg was unable to stand firm against his right wing advisers who wanted an end to liberal democracy, e.g. he followed the advice of von Papen that led to the appointment of Hitler as Chancellor. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the strength of extremist political parties was the main reason for the weakening and eventual collapse of democracy in the years 1919-33. The extent to which the strength of extremist political parties was the main reason for the weakening and eventual collapse of democracy in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The KPD contributed to the weakening of Weimar democracy through their involvement in the revolutionary upheavals of 1923, e.g. in Saxony and Thuringia, and used this to discredit Weimar democracy • The growth of the KPD in the aftermath of the Wall Street Crash turned those fearful of revolution towards the Nazis, e.g. in the 1930 election the KPD took 13.1 per cent of the vote and the Nazis 18.3 per cent • The NSDAP were effective at attacking the Weimar Republic on several fronts, e.g. signing the Treaty of Versailles; the chaotic nature of Weimar democracy; and economic turmoil after 1929 • The NSDAP's commitment to rearming Germany pulled some powerful figures into supporting the Nazis and thereby weakened democracy, e.g. Fritz Thyssen, the steel magnate, and von Papen • Hitler's Chancellorship introduced legislation that effectively ended Weimar democracy, e.g. the Enabling Act. The extent to which the strength of extremist political parties was not the main reason for the weakening and eventual collapse of democracy in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The loyalties of the army, judiciary and the civil service to the Kaiser endangered democracy in the early years of the Weimar Republic, e.g. the anti-democratic activities of Operation Consul that went largely unpunished • The Weimar constitution proved to be a poor defence against the opponents of democracy, e.g. proportional representation emboldened extremist parties and prevented stable, long-lasting governments • The Great Depression threw Weimar politics into a spiral of desperate measures that discredited democratic politicians and parties, e.g. the fall of the Mueller coalition in 1930 that led to Presidential rule • The Reichstag deputies of the Weimar parties, with the exception of the SPD, voted for the Enabling Act. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether popular support for Hitler was the main factor in explaining the lack of opposition to the Nazi regime in the years 1933-45. The extent to which popular support for Hitler was the main factor in explaining the lack of opposition to the Nazi regime should be analysed and evaluated. Relevant points may include: • Goebbels creation of the Führer cult turning Hitler's absolute power into a perceived benefit for Germany • The genuine belief of many Germans that life was better under Hitler, at least to 1939 • Germany's spectacular successes in foreign policy and early war-time victories were presented as a personal triumph for Hitler • Hitler remained as the undisputed leader of Germany until his suicide in 1945 The importance of other factors in explaining a lack of opposition to the Nazi regime should be analysed and evaluated. Relevant points may include: • The scope and efficiency of the terror state • The banning of all other parties by 1933 • The control of education, youth, culture and ideas by the regime • Patriotism towards Germany, especially during the war years, meant that opponents tended to remain silent Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that throughout the years 1934-45 the Nazi government was a popular dictatorship. Evidence and argument to support the suggestion that throughout the years 1934-45 the Nazi government was a popular dictatorship should be analysed and evaluated. Relevant points may include: • Hitler was widely perceived to have brought law and order to Germany in contrast to the chaos of the Weimar Republic and this sustained his popularity for much of the period • Hitler was successfully portrayed as representing the national interest and was able to mobilise enthusiastic support, e.g. the overwhelming support for Hitler in the 1934 plebiscite • Hitler was credited with creating Germany's economic miracle and the support of major businesses for the regime was strong throughout the period, e.g. I.G. Farben • Ruthless actions against the 'enemies of the people' were supported by many Germans as the key to Germany's strength and wartime security, e.g. the suppression of Communists • Hitler's rule over Germany was only ended by defeat in war and his suicide. Evidence and argument to counter or modify the suggestion that throughout the years 1934-45 the Nazi government was a popular dictatorship should be analysed and evaluated. Relevant points may include: • Support for the regime from the working class diminished as the rearming of Germany led to a reduction in the supply of consumer goods, e.g. the 'guns and butter' controversy • Some Christians showed disapproval towards the cult of the Fuhrer and some of the barbaric policies of Nazism, e.g. the opposition to the Aktion T4 euthanasia programme • Many Germans opposed the anti-Semitic policies of the regime, e.g. the White Rose opposition to the Holocaust • Hitler's popularity waned sharply as victory in war turned to defeat after 1941 • The role of terror against perceived opponents of the regime, which became more extensive in the run-up to, and during the course of, the war. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the Nazis' indoctrination of children was the main reason they were able to control the German people in the years 1933–45. Evidence and argument that the indoctrination of children was the main reason the Nazis could control the German people should be analysed and evaluated. Relevant points may include: • Children were used to spy on adults, e.g. getting children to denounce parents and teachers • Schools encouraged children to adopt Nazi values • The Hitler Youth was used to enforce Nazi social policies and was difficult to oppose, e.g. demanding support for 'winter relief' • The Hitler Youth acted as a route of progression to other areas of the Nazi state that controlled the population, e.g. the SS and SD • The Hitler Youth was encouraged to be fanatical Nazis and provide leadership to the general population in the war years, e.g. their role in defending Berlin in 1945. Evidence and argument that other factors were more important in controlling the German people should be analysed and evaluated. Relevant points may include: • The success of the terror state in rooting out and crushing opposition, e.g. the almost total suppression of the KPD by 1934 • The persuasion of the population through propaganda, including forms of social policy such as Strength Through Joy • The removal of any significant means of opposing the Nazis by the general population, e.g. the banning of all political parties other than the Nazis • After 1939 the conditions of war demanded absolute compliance and sanctions used against dissenters became more severe, e.g. the execution of the White Rose group. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree with the view that Nazi censorship was the most effective method used to control the people in the years 1933–45. Evidence and argument to support the suggestion that Nazi censorship was the most effective method used to control the people in the years 1933–45 should be analysed and evaluated. Relevant points may include: • Goebbels' role as Minister of Propaganda and Enlightenment controlled access to information and ideas, thus limiting the opportunities for dissent • The 'Hitler myth', which gave Hitler huge popular appeal, could only work if all criticism (both overt and implicit) was censored • The availability of the cheap 'Peoples' Receiver' gave access to Nazi propaganda but prevented access to information that would harm the regime • War time censorship prevented the discussion of disastrous military defeats and celebrated military victories to keep the Germans fighting to 1945. Evidence and argument to challenge the suggestion that Nazi censorship was the most effective method used to control the people in the years 1933–45 should be analysed and evaluated. Relevant points may include: • The terror regime headed by Himmler and the SS • The scapegoating of Germany's supposed racial enemies attempted to deflect discontent away from the Nazis and promote Nazi racist ideology, e.g. the removal of Jews from the Prussian Civil Service in 1933 • The education and training of the youth to support Nazi ideals • Escapist propaganda was used to divert Germans from their troubles, e.g. the film <i>Kolberg</i> to lift spirits as Germany faced imminent defeat. Other relevant material must be credited.

Section B: Indicative content

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which political persuasion by governments was the most significant reason for their getting public support in the years 1933-89. The extent to which political persuasion by governments was the most significant reason for their getting public support, in the years 1933-89, should be analysed and evaluated. Relevant points may include: • Propaganda that centred around the figure of Adolf Hitler moved many Germans to give devoted support to the government, e.g. Hitler's appeals to his audiences at the Nuremberg rallies • Wartime propaganda persuaded the German population to stay loyal to Hitler, and the army fought to the end • The FRG was deprived of a terror state to control opponents (Nazi and Communist) and therefore political persuasion was vital to maintain democracy • Winning support for <i>Ostpolitik</i>, which was a significant shift in policy that divided Germany, required a lot of political persuasion, e.g. Brandt's highly successful 1972 election campaign • The key role played by Helmut Kohl in winning over Germans to the idea of political and monetary union, which hugely increased the electoral fortunes of the Christian Democrats. The significance of other reasons for Germans supporting their governments, in the years 1933-89, should be analysed and evaluated. Relevant points may include: • Germans in the Third Reich were coerced by the terror state • Germans during the Second World War had to fight to the end if they were to avoid the feared Russian Red Army getting revenge for Operation Barbarossa • Economic wellbeing was a crucial factor in winning support for German governments, e.g. recovery and near full employment by 1937, and the 'economic miracle' of 1955-66 • Welfare provision gave Germans the impression that government was working for them in both the Third Reich and the FRG • German domination of the European economy to 1989 prevented the rise of large-scale extremist opposition. Other relevant material must be credited.

Section C: indicative content



3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: sections A and B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.

3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether censorship and propaganda was the main reason for Nazi success in controlling the German people in the years 1933-45. The importance of censorship and propaganda was the main reason for Nazi success in controlling the German people in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Reich Ministry of Public Enlightenment and Propaganda was set up in March 1933 and shows the importance that Hitler and the Nazis attached to its work • Censorship acted as a filter that removed news stories that damaged the image of Nazism, e.g. Hitler's personal failings, and emphasised Nazi successes, e.g. the reduction of unemployment • Innovative propaganda techniques aimed at the masses succeeded in enthusing supporters and cowing opponents, e.g. the spectacular Nuremburg rallies and Riefenstahl's ground-breaking <i>Triumph of the Will</i> • Censorship and propaganda were central to the control of the German people during the war years, e.g. suppressing news of German defeats in Russia. The importance of other reasons for Nazi success in controlling the German people in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Enabling Act of 1933 and the Emergency Laws enacted after the Reichstag fire allowed the state free range in suppressing anti-Nazi Germans, e.g. the rounding up and detention of the Communists • Hitler was given dictatorial powers after he became the Fuehrer and had the army swear an oath of allegiance to him personally. This began to remove power from areas of the state that might oppose him, e.g. the judiciary • Nazi economic, welfare and foreign policies were widely supported, e.g. the reduction of unemployment, financial incentives for women producing children, and Hitler's war policy to 1942 • The Nazi terror state used surveillance and ruthless violence to remove opposition and elicit support from any waverers. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that there was very little political dissent and active challenge to the governments of the FRG throughout the years 1949-89. The extent to which there was very little political dissent and active challenge to the governments of the FRG throughout the years 1949-89 which should be analysed and evaluated. Relevant points may include: • There was limited opposition to Adenauer's 'year zero' approach to past membership of the Nazi Party, e.g. the only major party opposing it was the SPD • Social and political contentment was the dominant response to the Social Market Economy that saw living standards improve • Germans, on the whole, supported the integration of Germany into the EEC and NATO that offered the FRG new opportunities for peaceful growth • Demonstrations by the KPD against the government's attitude to the Soviet Union were small, e.g. just 6,000 marched in Munich in 1951 • Protest in the 1960s mainly involved the younger generation, e.g. over 'year zero', NATO and the Vietnam War • The APO and SDS failed to recruit large numbers and attracted radical youth that did not fit in to the mainstream parties' moderate politics • Those participating in urban-guerrilla tactics in the 1970s were by their nature small and conspiratorial, and their activities petered out in the 1980s. The extent to which there was political dissent and active challenge to the governments of the FRG throughout the years 1949-89 should be analysed and evaluated. Relevant points may include: • There was active political opposition from the Socialist Reich Party in the early years of the FRG, e.g. against the allies banning books from the Nazi period, dictating the school curriculum and 'splitting the Fatherland' • The early years of the FRG saw active political opposition from the KPD who were angry about the anti-Communist stance of the allies, e.g. the KPD organised marches in cities, that often clashed with the police • The 1960s showed dissent from a rising number of young Germans who felt angry about the status quo, and their accusatory slogan 'What did you do in the war daddy?' gained a good deal of traction in universities • The APO and SDS actively challenged the governments of the 1960s through sit-ins, teach-ins and a wave of radical publications that sought to organise political dissent outside of parliament • The willingness of radical protesters to use terrorism showed a significant change in dissent and active challenge, e.g. the Baader-Meinhof Gang and West Berlin Tupameros. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether improved living standards were the main consequence of German economic policies in the years 1933-45 The extent to which improved living standards were the main consequence of German economic policy should be analysed and evaluated. Relevant points may include: • The reduction of unemployment to insignificant levels by 1938 • The creation of a social welfare programme including Strength Through Joy and Winter Aid • Increases in real wages resulted in improved diet by 1938, compared to the Weimar 'Golden Year' of 1928 • Even in the war years 1939-45, the government was reluctant to bring in rationing Other consequences of German economic policy should be analysed and evaluated. Relevant points may include: • Rearmament and preparation for war began in 1933 and was clearly the central policy of the Reich, showing that raising living standards was a secondary issue • The creation of the Four Year Plan in 1936 to get Germany ready for war by 1940 created a shortage of consumer goods • The policy of autarky and the resultant 'Guns and Butter' debate showed Germans' dissatisfaction with their lot • Albert Speer and the move to a total war economy in 1942, along with allied bombing, severely reduced living standards Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how significant support from outside Germany was in the economic development of the FRG in the years 1949–89. The significance of support from outside Germany in the economic development of the FRG should be analysed and evaluated. Relevant points may include: • Marshall Aid from the USA provided much of the capital that underpinned German economic recovery and reconstruction • The European Coal and Steel Community, established in 1951, gave Germany access to a common market with other European states • The USA provided additional business loans and technical assistance that helped to boost German manufacturing and exports in the 1960s • The Treaty of Rome, signed in 1957, led to Germany becoming the economic powerhouse of Europe by 1989. The significance of other factors in the economic development of the FRG in the years 1949–89 should be analysed and evaluated. Relevant points may include: • Germany had a highly skilled workforce and the economic boon of millions of post-war refugees as guest workers • The disarmament of Germany helped Adenauer to engineer the creation of a social-market economy • The Korean war led to a demand for German goods, thus stimulating exports • The incorporation of trade unions into economic decision-making in the 1960s made it easier for businesses to innovate and develop new working practices. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the suggestion that government intervention was the most important factor in German economic development in the years 1945-89. Evidence in support of the suggestion that government intervention was the most important factor in German economic development in the years 1945-89 should be analysed and evaluated. Relevant points may include: • The government decision to join the European Coal and Steel Community in 1951 secured the basis of German industrial growth • The government decision to join the European Economic Community led to Germany becoming Europe's dominant economic power • Schiller's decision to use Keynesian economic policy led to the government making huge investments in social welfare in the years 1965-70 which stimulated demand • The 1967 Economic Stabilisation Law allowed government to intervene in the economy and was deployed in the 1970s to overcome the effects of the oil crisis. Evidence opposing the suggestion that government intervention was the most important factor in German economic development in the years 1945-89 should be analysed and evaluated. Relevant points may include: • Marshall Aid was crucial in underpinning the currency (Deutschmark) and securing independence from the GDR • The Korean War created new supply opportunities for German business in the 1950s with NATO membership allowing Germany to begin the production of munitions • German businesses concentrated on producing high quality goods, especially machine tools, which allowed Germany to become a world class exporter • The role of individuals in shaping German economic development, e.g. Chancellor Kohl attempted to increase productivity by cutting back on government intervention in the 1980s. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the economic challenges faced by the Weimar Republic were different to those faced by the FRG. The extent to which the economic challenges faced by the Weimar Republic were different from those faced by the FRG should be analysed and evaluated. Relevant points may include: • The economic difficulties arising from the Treaty of Versailles were severe, e.g. the reparations and the hyper-inflation of 1923, absent for the FRG • Loans from the USA had different outcomes for the Weimar Republic and the FRG, e.g. the recalling of debts by US banks after 1929 contrasts to Marshall Aid • The post-Second World War economic boom stimulated German manufacturing whereas reparations and forced demilitarisation after the First World War restricted it • Chronic unemployment fed into political extremism in the Weimar years and contrasts with an overall shortage of labour in the FRG. The extent to which the economic challenges faced by the Weimar Republic were the same or similar to those faced by the FRG should be analysed and evaluated. Relevant points may include: • Both economies had to adjust to post-war conditions as a defeated power, which limited some forms of industrial growth, e.g. the manufacture of armaments • Both economies were dependent on foreign loans, e.g. the Dawes Plan and Marshall Aid • Both economies could draw on a reserve of highly educated and skilled workers • Both states needed to invest heavily in research and technology to maintain Germany's edge in the manufacture of high-tech goods, e.g. Erhard's Economic Council's role in planning economic growth. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that the economic policies of the Nazi regime were remarkably similar to those of the FRG. Evidence and argument that the economic policies of the Nazi regime were remarkably similar to those of the FRG should be analysed and evaluated. Relevant points may include: • Both the Nazis and FRG needed to overcome national crises and wanted to improve living standards, e.g. RAD in 1933, Economic Council 1949 • Both the Nazis and FRG were concerned to increase German manufacturing and exports, e.g. MEFO bills in 1933 and currency reform 1949 • Both the Nazis and FRG sought to protect and support heavy industry, e.g. the Four Year Plan in 1936 and the European Coal and Steel Community in 1952 • Both the Nazis and the FRG wanted workers to identify with the industry in which they were employed, albeit through different methods, e.g. DAF in 1933 and Codetermination in 1951. Evidence and argument that the economic policies of the Nazi regime and those of the FRG were different should be analysed and evaluated. Relevant points may include: • The Nazis sought to build a command economy where the state dominated production whereas the FRG wanted to create a free market • The Nazis wanted to create a war economy whereas weapons production was banned for the FRG • The Nazis wanted economic autarky whereas the FRG sought integration into the European economy through the EEC • The Nazis wanted foreign labour supplied through conquest and coercion, whereas the FRG sought foreign workers through free and voluntary movement. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far they agree that German living standards changed little in the years 1918-45. The extent to which German living standards changed little in the years 1918-45 should be analysed and evaluated. Relevant points may include: • The low point in living conditions caused by the First World War was steadily overcome but real wages improved only slightly between 1925 and 1939 and with the peaks of 1928 and 1939 came troughs in between • The staple diet for workers throughout the period was heavy on carbohydrates, e.g. bread and potatoes • Although housing stock improved in the middle years, at the beginning and end of the period homelessness and overcrowding were common • For unskilled workers wages, pensions and healthcare improved only slightly to 1939 • The living standard of the elites was little troubled by a change in regime and the Second World War. The extent to which German living standards did change should be analysed and evaluated. Relevant points may include: • Living standards for agricultural workers, farmers and the middle and working classes were badly affected by economic crisis, e.g. in 1929-33 • Working-class women who were defined as 'Aryan' saw real improvements in their maternity benefits after 1933, as compared to the Weimar Republic, while non-Aryan women's living standards became precarious • Skilled workers such as engineers saw an improvement in wages and job security as Hitler's war economy got under way, which contrasted with even the best years of the Weimar Republic • Workers considered to be 'Aryan' in the Third Reich could access the benefits of the Strength Through Joy and the NSV programme, whereas benefits were universal under the Weimar Republic • Workers who were considered 'asocial' under the Third Reich were oppressed by the state, whereas under the Weimar Republic their right to life was enshrined in the constitution. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that the most significant feature of German economic policies in the years 1933–89 was the desire to win popular support. Evidence and argument to support the view that the most significant feature of German economic policies in the years 1933–89 was the desire to win popular support should be analysed and evaluated. Relevant points may include: • The immediate implementation of policies to reduce unemployment in 1933 was to give the Nazis credibility among the workers and boost their standing with their members, e.g. the building of <i>autobahns</i> • Despite economic rationale to the contrary, the Nazis refused to introduce rationing during the Second World War to maintain public morale • Care was taken after 1945 to rebuild a Germany, which would not antagonise any socio-economic groups, e.g. the social market economy and the policy of 'shared burdens' • Bringing trade unions onto company boards was to deliberately foster cooperation and led to workers having good employment rights • The 1967 Stabilisation Law allowed money to be moved to areas where the population was suffering the most distress, which shows a desire to keep the support of the public. Evidence and argument that the desire to win popular support was not the most significant feature and/or other features were more significant should be analysed and evaluated. Relevant points may include: • By May 1933 all working-class organisations had lost their independence, e.g. the coordination of the trade unions, and shows that the Nazis were prepared to impose policies that risked their popularity • The needs of the war economy overrode the desire to keep the workers on side, e.g. the 'Guns and Butter' controversy, which ended decisively in favour of guns • Wages were not only held down by the Nazis (unlike profits) but the regime was also prepared to use forced labour, showing something approaching contempt for the dignity of labour • The FRG governments' pro-worker stance when the economy was expanding and skilled labour was in short supply gave way to more draconian measures, e.g. cuts to public spending and higher income tax in 1975 • Helmut Kohl largely abandoned the social market in favour of neoliberalism after 1982, e.g. his claim that declining productivity was due to welfare dependency and thus his cuts to welfare provision. Other relevant material must be credited.

Section C: Indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Second World War was a turning point in Germany's economic development in the years 1918-89. The extent to which the Second World War was a turning point in Germany's economic development, in the years 1918-89, should be analysed and evaluated. Relevant points may include: • The Second World War produced a turning point in communications technology in Germany, e.g. huge advances in radio communication fed directly into television, electronics and later computer production • The Second World War produced a turning point in the German armaments industry, e.g. the war economy that developed through 1918-39 had to adapt its technology for peacetime production after 1945 • Trade with other countries was changed by the Second World War, e.g. trade with Russia throughout the Weimar and Third Reich periods came to an end in 1941 and the development of the EEC happened thereafter • The borders of Germany's economy were transformed by the Second World War, e.g. the borders imposed on Germany in 1919 were very different to those that divided Germany in 1945. The extent to which Germany's economic development showed continuity, in the years 1918-89, should be analysed and evaluated. Relevant points may include: • Germany continued to be a high-skills economy, e.g. the production of high-specification technology in automobiles and aircraft throughout the period • The German economy continued to be dominated by cartels and big business, e.g. the domination of sector giants such as Siemens, IBM and I.G.Farben • German agriculture saw variations in its fortunes but was not transformed by the Second World War, e.g. farm sizes did not change much between 1918 and 1989, and government subsidies for farmers were constant • Germany's banking and financial sector, with the exception of 1928-33, was consistently successful in managing crises and maintaining economic growth. Other relevant material must be credited.

4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Level	Mark	Descriptor
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4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	- Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. - Some relevant contextual knowledge is included, with limited linkage to the extracts. - Judgement on the view is assertive, with little or no supporting evidence
2	5–10	- Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. - Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. - A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	- Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences - Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. - A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	- Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. - Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. - Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether a lack of popular support was the main reason for the problems faced by the Weimar Republic in the years 1919-32. The importance of a lack of popular support in the years 1919-32 should be analysed and evaluated. Relevant points may include: • Putsches were fed by widespread antipathy to the Versailles settlement, which was blamed on the Weimar Republic by many, e.g. the Kapp and Munich putsches • The growth of extremist organisations, e.g. the far right thought the Weimar Republic to be too liberal and democratic, and those on the extreme left who felt the hopes of revolution in 1919 had been betrayed • The Wall Street Crash led to industrialists, a powerful and influential minority, turning against Weimar democracy, e.g. the steel producer Thyssen funded Hitler and the Nazis • In the July 1932 elections the majority of Germans voted for anti-Weimar parties resulting in Hitler becoming the preeminent politician. The importance of other reasons for the problems faced by the Weimar Republic in the years 1919-32 should be analysed and evaluated. Relevant points may include: • The initial problems facing the Weimar Republic were caused by defeat in war, e.g. the loss of territory and economic devastation • The crisis year of 1923 was caused mainly by France taking a belligerent attitude over Germany's inability to pay reparations and the printing of money, e.g. the invasion of the Ruhr and hyperinflation • The German economy was export driven but with limited opportunities to export after the 1929 crisis, which led to mass unemployment and recession • German dependence on foreign loans provided a propaganda gift to extremist parties in the elections after 1929, and limited the government's ability to deal with the crisis. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether new employment opportunities were the most important reason for improvements in the role and status of women in the years 1918-32. Evidence that new employment opportunities were the most important reason for improvements in the role and status of women in the years 1918-32 should be analysed and evaluated. Relevant points may include: • By 1925 the percentage and the numbers (1.7 million) of women workers exceeded pre-war figures and took (mainly younger) women away from their traditional role of wife and mother • Women's status was improved by opportunities to enter the economy in some of the new job markets, e.g. the retail trade with the growth of department stores and also the production of electrical goods • Women gained more opportunities to work in the medical profession that improved their role and status, e.g. the number of female doctors almost doubled between 1925 and 1933 • The expansion of the civil service offered clerical jobs to women and a greater level of financial independence, e.g. women working as notaries and drawing up documents such as wills and contracts. The importance of other reasons for improvement in the role and status of women in the years 1918-32 should be analysed and evaluated. Relevant points may include: • Women in the Weimar Republic got the right to vote and equal rights to men under Article 109 of the constitution and was therefore an important factor in improving the role and status of women • Educational opportunities saw women gaining access to higher education and improved women's role and status by giving them a greater degree of social mobility and intellectual expression • A vibrant urban culture saw women improve their role and status (in that milieu) through the adoption of individualistic lifestyles aimed at challenging the status quo in which men were dominant • The increased availability of contraception and improved sexual health care gave women more control over their bodies, and prompted further demands for rights, e.g. the right to abortion in the event of pregnancy from rape. Other relevant material must be credited.



Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the Weimar and FRG systems of government were different. The extent to which the Weimar system of government was different from the system of government in the FRG should be analysed and evaluated. Relevant points may include: • Weimar government was planned as a democratic alternative to the Kaiser Reich, whereas the system of government in the FRG was designed to effectively replace the dictatorship of the Third Reich • The Weimar and FRG Presidential powers were different, e.g. the Weimar President had extensive powers, e.g. Article 48, whereas the President in the FRG was more of a figurehead with more restricted powers • The voting system in the Weimar Republic led to small extremist parties gaining influence, whereas in the FRG only parties with at least five per cent of the vote could be represented • The FRG was willing to ban political parties it considered hostile to social democracy, e.g. the banning of the Socialist Reich Party of Germany in 1952 by the Federal Court, whereas the Weimar Republic was not. The extent to which the Weimar system of government was similar to the system of government in the FRG should be analysed and evaluated. Relevant points may include: • Both upheld the key ideas of multi-party democracy, republicanism and social responsibility, e.g. both systems of government had universal suffrage • Both the Weimar and FRG systems of government were to some extent shaped by the victorious powers, after defeat in war, who feared what they perceived as latent German authoritarianism • Both the Weimar Republic and the FRG had a federal system of government with political power split between central government and individual state governments • Both had a strong commitment to democratic ideals, e.g. freedom of expression, association, assembly and movement. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that recovery from the Second World War was the most significant economic challenge for Germany in the years 1933-89. The extent to which recovery from the Second World War was the most significant economic challenge for Germany in the years 1933-89 should be analysed and evaluated. Relevant points may include: • The economic resources of West Germany were massively depleted by the loss of East Germany caused by defeat in war, e.g. many Germans faced starvation • Allied bombing during the war created a massive infrastructure and housing problem that only large-scale state borrowing and expenditure could fix and hence the need for US aid in the Marshall Plan • In the aftermath of war opportunities to gain access to foreign markets were restricted, e.g. in countries that had been occupied by Germany in the war and foreign markets dominated by the victorious powers • The peace terms of the Allied Powers prevented Germany from producing weapons and meant that the massive armaments industry that had sustained the Third Reich had to be reassigned to peace-time industry. The extent to which other economic challenges for Germany were significant in the years 1933-89 should be analysed and evaluated. Relevant points may include: • Overcoming the depression and creating a command economy (1933-9) was a massive challenge which required unorthodox economic methods, e.g. the use of MEFO bills and Goering's economic dictatorship • The wartime economy faced huge logistical and economic challenges, e.g. transporting resources from the occupied territories while churning out armaments at an unprecedented rate • The recession of 1966-7 and the oil crises of 1973 and 1978 were significant challenges as they threatened Germany's leading role in the EEC and created political opposition • Lower productivity and rising unemployment in the 1980s was a significant enough challenge for Chancellor Helmut Kohl to depart from what remained of the social market consensus, and embrace neoliberal policies. Other relevant material must be credited.

Section C: indicative content



2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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4	17–20	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	5–10	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	11–16	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	17–20	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the nature of the Weimar constitution was the main reason for the weakness of the Weimar Republic in the years 1919-33. The importance of the nature of the Weimar constitution in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The Weimar constitution was perhaps too democratic for a country recovering from defeat in war and the divisions caused by revolution and counterrevolution in the years thereafter. Class tensions prevailed • Proportional Representation prevented political stability. The coalition governments it created were inherently unstable, and allowed extremist parties on the right and left to gain support and dominate after 1930 • Article 48 gave the President great powers. Both right and left saw article 48 as an opportunity for a replacement Kaiser. Hindenburg's presidency after 1930 could be argued to confirm this view, hastening Weimar's collapse. The importance of other reasons for the weakness of the Weimar Republic in the years 1919-33 should be analysed and evaluated. Relevant points may include: • Widespread resentment of the so-called 'stab-in-the-back' and the subsequent Treaty of Versailles fed criticism of Weimar politicians throughout the period • The devastation to the economy and society caused by the crises of 1923 fed extremists of left and right and was a turning point in the fortunes of the NSDAP and KPD • The Wall Street Crash of 1929 and divisions over how to respond brought down the Müller coalition and engendered three years of turmoil, e.g. six million unemployed and the German banking crash • The machinations of the right to prevent a return to democracy, and Hitler's ability to manipulate them in the period of presidential rule, e.g. von Papen's recommendation of Hitler as Chancellor • Hindenburg's hostility to the left and his increasing mental decline meant that he fell prey to the machinations of the right. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the punishment of opposition and dissent was the main reason for the stability of the Nazi regime in the years 1933-45. The extent to which the punishment of opposition and dissent was the main reason for the stability of the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Overt terror in 1933-4 against the left, trade unions and religious opposition showed that opponents and dissenters would get no mercy from the Nazis and removed the most likely cause of disruption to the Nazi regime • The terror state, perceived to have a Gestapo agent on every corner, encouraged Germans to display their loyalty to the Nazi regime and was an important factor in maintaining stability • The chance of disruption from within the Nazi party and government offices was much reduced after the 'Night of the Long Knives' and Himmler's ascension to leader of the SS state, e.g. through the work of the SD • In the war years opposition and dissent was viciously punished and was also more easily labelled as treacherous. This was supported by Germans who remembered defeat in the First World War and was a stabilising factor. The importance of other reasons for the stability of the Nazi regime in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Many German women supported the Nazis due to the medals given for motherhood and the number of children they could produce and this encouraged conformity, e.g. The Cross of Honour for the German Mother • German families were won over by marriage loans of 1,000 marks that reduced by 250 marks with the birth of each child, which increased loyalty to the regime and stability • Economic stability after the turmoil of the Great Depression increased satisfaction with Nazi rule among those unaffected by Nazi terror, and this mood held until at least 1941 • Early victories in the war combined with a high level of patriotism meant that Germans got behind the war effort with low levels of disruption, e.g. Germans fought to the end in 1945. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which education in the Weimar Republic was similar to education in the FRG. The extent to which education in the Weimar Republic was similar to education in the FRG should be analysed and evaluated. Relevant points may include: • Education at the outset of the Weimar and FRG periods had to deal with how to teach the history of the recent past, e.g. the First World War under the Kaiser and the Second World War under the Nazis • Divisions between state and confessional education were fought over throughout the Weimar period, and restructuring was still being rejected as late as 1971 in the FRG • Educational outcomes in both the Weimar Republic and the FRG were largely decided by social class, e.g. working class children were channelled into apprenticeships and those from the middle class towards academia • In both the Weimar Republic and the FRG educational policies were mainly decided by the Länder, e.g. south German states favoured confessional education. The extent to which education in the Weimar Republic was different to education in the FRG should be analysed and evaluated. Relevant points may include: • It was more challenging for educators in the FRG to come to terms with their recent past than was the case in Weimar, e.g. the allies wanted to remove all Nazis from teaching and de-Nazify the curriculum • Education was a more politically divisive issue in Weimar than in the FRG, e.g. progressive educational success up to 1924 served as the basis of a Nazi-led culture war about 'the crisis of education' thereafter • In the Weimar Republic the state only provided free education to the age of ten, whereas in the FRG the state provided education up to the end of secondary school • Educational reforms to get more working class students to university in the FRG, e.g. the 1971 Federal Education Promotion Act, meant far more students attending university than was the case in Weimar. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how they agree that the 'economic miracle' (1955-66) was the most significant feature of the economy in the years 1945-89 The extent to which the 'economic miracle' (1955-66) was the most significant feature of the economy in the years 1945-89 should be analysed and evaluated. Relevant points may include: • The economic miracle was significant as a watershed that took the FRG away from post-war difficulties and made the FRG a global economic force • The economic miracle saw the FRG start to produce war materials for the world market, which was a significant development after the allied-imposed ban on arms production • The economic miracle saw a recovery in business confidence that spurred major investment in German manufacturing, e.g. Volkswagen achieved increased sales on the home and international markets • From 1955 the FRG began exporting more goods than it imported, which was a significant development post-war. The extent to which other features of the economy were significant and / or the limited significance of the 'economic miracle' should be analysed and evaluated. Relevant points may include: • The concept of the social market economy was embraced and developed in the years 1945-55, and was significant for making the economic miracle possible • The interventions of western powers in stimulating economic growth in the FRG was significant, e.g. \$13 billion from the US in economic recovery plans and the spending power of allied soldiers • The FRG's role in founding the EEC was highly significant because it appeared to settle long standing questions of how Europe might work together as a trading region • As the post-war boom faltered in the late 1960s, the FRG stood the test of dealing with crises better than other countries, e.g. Helmut Kohl's pro-market reforms in the 1980s were implemented with little dissent. Other relevant material must be credited.

Section C: indicative content



1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which improved living standards were the most significant outcome of German economic activity in the years 1945–89. The extent to which improved living standards were the most significant outcome of German economic activity in the years 1945–89 should be analysed and evaluated. Relevant points may include: • Housing stock was transformed across the period making a massive improvement in living conditions, e.g. 2.3 million homes were destroyed in the war and an average of 500,000 were built per year 1947–55 • Erhard's inclusion of trade unions in the Social Market Economy led to improvements in wages alongside job creation • By 1963, living standards for the majority were among the best in Europe, e.g. by 1963, 63 per cent of homes had a fridge, 42 per cent had a television, and 36 per cent had a washing machine • In the 1980s pensions and benefits were reformed to cover the vast majority of the population with generous terms. The significance of other outcomes of German economic activity and / or limits to the significance of improved living standards in the years 1945–89 should be analysed and evaluated. Relevant points may include: • The Social Market Economy was significant in getting German businesses back on their feet despite the loss of the highly profitable German arms industry • The integration of Germany into the EEC was significant in reordering German trade relations that proved to be highly beneficial, e.g. by the end of the period the FRG was the powerhouse of Europe • The German economy proved to be less susceptible to economic shocks than other European countries and their ability to overcome crises was significant, e.g. the FRG's handling of the 1973 oil crisis • The significance of improved living standards was diminished to an extent by deepening social inequality, e.g. by 1988 the top one per cent of the population owned 45 per cent of the wealth. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that German living standards changed more in the years 1918-32 than they did in the years 1945-89. The extent to which German living standards changed more in the years 1918-32 than they did in the years 1945-89 should be analysed and evaluated. Relevant points may include: • There were greater fluctuations in living standards in the years 1918-32 than in 1945-89, e.g. during the hyperinflation 1922-23, and the Great Depression. This particularly affected the middle class • Unemployment in the years 1918-32 changed dramatically throughout the period, compared to low levels of unemployment and frequent labour shortages in the years 1945-89 • The dramatic fall in real wages in the period 1928-32 has no comparable rate of decline in the years 1945-89 • The period 1928-32 had a dramatic and negative effect on the living conditions of women in particular that saw no comparable decline for women in the years 1945-89 • The living conditions of farmers declined in the years 1918-32 as state protections were removed, but were stable during the years 1945-89 largely due to membership of the EEC. The extent to which German living standards did not change more in the years 1918-32 than they did in the years 1945-89 should be analysed and evaluated. Relevant points may include: • The changes in living standards in the aftermath of war were comparable in both periods, e.g. coping with loss of fighting men, the effects of restricted diet in war time, and unemployment alongside inflation • State benefits and pensions, in both periods, curbed the worst effects of poverty for the poorest in society • The consumer society of the period 1945-89 saw improvements in home life for the majority of families that were largely absent in the period 1918-32, e.g. the ownership of white goods such as refrigerators • The period 1945-89 saw the provision of much better housing than existed in the earlier period, e.g. the vast increase in social housing with the majority of houses having central heating by 1970 • Living standards in the years 1945-89 improved as families became able to afford holidays, which was a change without parallel in the earlier period. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the role of German women continued to be mainly that of wife and mother in the years 1933-89 The extent to which the role of German women continued to be that of wife and mother should be analysed and evaluated. Relevant points may include: • The removal of women from the workforce after 1933 and the policy of 'Children, Kitchen and Church' • Hitler's dream of a one thousand year Reich and the emphasis on the production of racially pure children and Nazi awards for motherhood • Nazi ideology affected the role of women after 1945, and motherhood was still the norm • The Ministry for Family Affairs provided benefits for mothers to support their domestic role in 1953 Other roles which German women performed in the years 1933-89 should be analysed and evaluated. Relevant points may include: • Women still found work in the Third Reich – cleaning, cooking, secretarial work, teaching and nursing • Women returned to work during the war years, and in 1940 were allowed to join the women's auxiliary services, part of the armed services • Shortages of men after 1945 meant women had to play their part in the immediate reconstruction work required in heavily bombed cities • In the 1960s and 1970s the German women's liberation movement fought for increasing career opportunities Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether Nazi racial ideas were the main reason for the nature of German social and economic policies in the years 1933-45. The importance of Nazi racial ideas as a reason for the nature of German social and economic policies in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The removal of Jews from government posts and the Aryaisation of business was part of Nazi policy • The Nuremberg Race laws excluded Jews from social programmes, e.g. the creation of 'Jew-free' areas in parks and on beaches • Education policies were racist, e.g. girls were taught how to choose a racially desirable partner • The Holocaust was racially driven. Other reasons for the nature of German social and economic policies should be analysed and evaluated. Relevant points may include: • Anti-Marxism was a key feature of social and economic policy, e.g. the removal of all Marxist books from libraries in 1933 • The need to win popular approval led to economic policies aimed at overcoming the depression, e.g. work-creation schemes like building the autobahns • The desire to create a united Germany led to social policies which brought Germans together, e.g. Strength Through Joy • The creation of a war economy was a decisive factor shaping policies. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which education and culture in the Weimar Republic and the FRG were the same. The extent to which education and culture in the Weimar Republic and the FRG were the same should be analysed and evaluated. Relevant points may include: • Education policies were the same in that the Lander were responsible for education, attempts to create federal education failed • The German public showed determination to protect confessional education from reformers • Culture in Weimar Germany and the FRG both showed a proclivity for absorbing foreign cultural impulses, e.g. the popularity of American Jazz and film • Cultural innovation in Weimar and the FRG found expression in realism, e.g. New Objectivity in Weimar, and New German Cinema in the FRG. The extent to which education and culture in the Weimar Republic and the FRG were different should be analysed and evaluated. Relevant points may include: • The hold of the traditional German elites over university education was broken in the FRG, e.g. the 1971 Federal Education Promotion Act opened up universities to working class entrants • The FRG was inundated with the cultural productions of the Allies which was aimed at de-Nazification • 1945 was treated as a cultural year zero by a new generation of artists. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which German culture was shaped by political ideology in the years 1918-45. The extent to which German culture was shaped by political ideology in the years 1918-45 should be analysed and evaluated. Relevant points may include: • Anti-militarism was a prominent feature of Communist art in the post-war Weimar period, e.g. the work of Otto Dix • Anti-capitalism emerged in art and culture as the Weimar economy picked up in the mid-1920s, e.g. the work of the Communist George Grosz • After the Nazi seizure of power Goebbels proscribed all art that was not in line with Nazi ideals, e.g. the display of 'degenerate art' in Munich in 1937 • Art was used to foster a culture of Hitler worship, e.g. <i>Triumph of the Will</i> by Leni Riefenstahl • Culture in the Third Reich was influenced by racial theory, e.g. <i>Jud Suss</i> and <i>The Eternal Jew</i> were films made to encourage anti-Semitism. The extent to which German culture was shaped by factors other than political ideology should be analysed and evaluated. Relevant points may include: • Weimar democracy encouraged freedom of expression regardless of political affiliation, e.g. the work of Walter Gropius and <i>Bauhaus</i> • Expressionist art flourished in Weimar to explore the meaning of human freedom, e.g. the Dadaists brought in ideas from across the globe • After 1940 film production was either wildly escapist to distract citizens from war time privation, or heroic, e.g. <i>The Adventures of Baron Munchausen</i> and <i>Kolberg</i> (1945) • Changes in technology drove new art forms. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether increased freedom for women was the main consequence of the Weimar Constitution in the years 1919-33. Evidence and argument that increased freedom for women was the main consequence of the Weimar Constitution should be analysed and evaluated. Relevant points may include: • Women gained civil equality before the law, which removed a significant barrier to discrimination • Women gained political equality to men enabling some women to become Reichstag deputies • Discrimination against women in the civil service was removed leading to more women professionals • Women used their formal equality to expand their cultural freedom and helped to create a more permissive attitude to lifestyle. Other consequences of the Weimar Constitution should be analysed and evaluated. Relevant points may include: • Attempts to reform the education system inherited from the Kaiser Reich towards a more egalitarian model • Increased political instability resulted from proportional representation • The rights of the individual enshrined in the constitution allowed for cultural experimentation and free expression • Ethnic minorities were much more accepted in urban centres and Jews enjoyed more acceptance in the professions • The opposition to Weimar culture on the völkisch wing of German politics. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the role and status of women changed in the years 1939–89. Evidence and argument that the role and status of women changed in the years 1939–89 should be analysed and evaluated. Relevant points may include: • The Second World War changed the role of women in Nazi Germany as they were required to replace men called to fight, e.g. as teachers and farm workers • The role and status of women changed further when they were allowed to serve as auxiliaries in the armed forces in 1941 • Article 3 of the Basic Law changed the status of women by giving them equality before the law in 1949 • The 1979 Marriage and Family Law made a significant change towards women's equality by defining women's role in marriage as an equal partner. Evidence and argument that there was little if any change to the role and status of women in the years 1939–89 should be analysed and evaluated. Relevant points may include: • Women's status under the law was unaffected by their work during the Second World War • Up to 1958 women had to gain permission from their husbands to go to work and had to surrender their property on marriage • National Socialist attitudes to women's liberation were strongly ingrained in both genders, e.g. in 1982 a survey found that a clear majority of men and women thought that women should stop work when they got married • The abortion law of 1974, which gave women sovereignty over their own bodies, was declared unconstitutional in 1975 – an echo of attitudes under National Socialism. Other relevant material must be credited.

Section C: Indicative content

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that the economy was the most important factor influencing the changing role and status of women in the years 1918-89. Evidence and argument that the economy was the most important factor influencing the changing the role and status of women in the years 1918-89 should be analysed and evaluated. Relevant points may include: • The growth of the clerical sector after the First World War saw women pick up 'white blouse' jobs and fuelled changing aspirations of women's independence, e.g. the 'new woman' with an independent role and status • The Nazi restrictions on women's employment during the Four Year Plan changed their role from worker to housewife, and enhanced their status as mothers • Employers preferred to use women's labour at times of economic crisis, often changing the women into the 'bread winners', e.g. in the depression of 1929-33, and in the aftermath of the Second World War • As Germany became the powerhouse of European economic growth in the 1980s, women were encouraged to access higher education and employment in the professions. Evidence and argument that show the limits of the economy and/or the importance of other factors influencing the changing role and status of women should be analysed and evaluated. Relevant points may include: • Culture was a factor influencing women's role and status in the Weimar Republic, e.g. the emergence of the 'New Woman' and a more progressive attitude to sexual relations • The constitutions of 1919/49 did much to enhance women's political rights and status • The policy of <i>Kinder, Küche, Kirche</i> was only partly driven by an economic cause (to get men back to work in 1933) and the change in women's status was influenced more by political ideology • In the Third Reich racial ideology was a factor affecting women's role and status, as German women were encouraged to have children in order to support a one thousand year Reich and produce a 'master race' • Women themselves fought to get control over their role and status, e.g. the women's liberation movements in the 1960s and 70s sought to raise women as independent citizens. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that the main consequence of Nazi policies towards women, in the years 1933–45, was an improvement in women's status. The extent to which the main consequence of Nazi policies towards women, in the years 1933–45, was an improvement in their status should be analysed and evaluated. Relevant points may include: • Women considered 'Aryan' were celebrated for their role as mothers of a so-called master race, e.g. the medals awarded for bearing children, a visible consequence of Nazi policy • The family was considered to be the foundation of the <i>Volksgemeinschaft</i> and the role of women as leaders in the domestic sphere was celebrated, e.g. by Nazi propaganda posters • An important consequence of Nazi policy was the militarisation of women's role as child bearer, which accorded them state support, e.g. HJ members were instructed to salute mothers whose 'pram is their panzer' • Women enjoyed improved financial status through increased child benefits, which was different from their status in the Weimar Republic, and was therefore an important consequence of Nazi policy • Working-class women who had suffered during the depression felt a significant improvement in their material wellbeing under the Nazis, as being a mother was all that was expected. Other consequences of Nazi policies towards women in the years 1933–45 should be analysed and evaluated. Relevant points may include: • The withdrawal of women from higher education had the consequence of barring them from entering the professions • The <i>Lebensborn</i> programme reduced the role and status of women to breeders of 'pure' racial stock • Although women were put on a pedestal for their fertility, their forced domestic role encouraged worse sexist attitudes from men, e.g. the League of German Maidens were commonly referred to as 'mattresses' by HJ youth • The Nazi policy of forcing women out of work had the consequence of reducing their pay when they were needed for work after 1937, e.g. they were paid on average 20 per cent less than men • During the war years, women were expected to increase their labour, particularly in agriculture, and this worsened women's status. Other relevant material must be credited.

Section B: Indicative content



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic. The extent to which attitudes to ethnic minorities in the FRG were very similar to those in the Weimar Republic should be analysed and evaluated. Relevant points may include: • Ethnic minorities had some rights guaranteed by government legislation, e.g. Article 113 of the Weimar Constitution and the Basic Law of 1949 • In education, there were attempts to get the children of ethnic minorities into school to study a shared German curriculum, e.g. the efforts to provide for the children of Gypsies under Weimar and those of Turks in the FRG • Ethnic minorities continued to be blamed for any economic deteriorations, e.g. the blaming of Jews for the hyperinflation of 1923 and the objections to the employment of 'guest workers' during the 1966 recession • Some ethnic minorities were likely to be employed in jobs requiring heavy labour under Weimar and the FRG, e.g. Poles in agriculture and construction in the Weimar Republic and Turks working as miners under the FRG • There was some criticism of ethnic minorities on the grounds of their culture in both the Weimar Republic and the FRG, e.g. the criticisms of 'Jewish' theatre under Weimar and hostility to Islamic culture in the 1980s. The extent to which attitudes to ethnic minorities in the FRG were different to those in the Weimar Republic should be analysed and evaluated. Relevant points may include: • The focus of racist attitudes in the Weimar Republic and FRG were different, e.g. the Jews and Poles targeted by the right under Weimar had largely been removed after the Holocaust and German division • The criticism of ethnic minorities on economic grounds was different in the sense that there were less severe economic crises in the FRG and steady economic growth meant there was a shortage of labour • The extreme racism exhibited by the nationalist right under Weimar was itself under suspicion and restrictions in the FRG, e.g. prosecuting anti-Semites in the light of the Holocaust • There was no equivalence in the FRG to charges of treachery levelled at ethnic minorities by the right in Weimar, e.g. blaming Jews for defeat in the First World War • Anti-French attitudes under Weimar were not repeated under the FRG as integration into the EU was a priority. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that cultural policies in the years 1933-45 were created mainly to support Nazi racial theories. The extent to which cultural policies in the years 1933-45 were created mainly to support Nazi racial theories should be analysed and evaluated. Relevant points may include: • The creation of the Ministry of Popular Enlightenment and Propaganda was set up to bring cultural policies into line with Nazi beliefs generally • The 1937 exhibitions of 'Great German Art' and 'Degenerate Art' drew the supposed distinction between Aryan cultural values and non-Aryan culture, e.g. those deemed degenerate were Jewish, Slavic and French • Goebbels used censorship to reinforce his policy of celebrating 'pure' German culture, e.g. the German composer Wagner was celebrated whereas the Jewish composer Mendelssohn was banned • The official cultural productions of the Third Reich were used to celebrate supposed German racial superiority, e.g. in depictions of German peasant families on the one hand and Hitler's plans for Germania on the other • Goebbels' film policy aimed to portray groups as racial enemies and pollutants, e.g. his depiction of people with learning disabilities as a burden on the Reich and the anti-Semitic film <i>Jud Suss</i>. Other reasons for the creation of cultural policies in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The creation of the Ministry of Popular Enlightenment and Propaganda was also set up to establish rules for cultural production, e.g. the experimentation of the Weimar period was opposed as chaotic and subversive • Goebbels sought to use culture to generally win support for the regime by supplying entertaining Disney-like films, e.g. <i>The Adventures of Baron von Munchausen</i> • Culture was produced to reinforce the propaganda image of Hitler as the Father of Germany, e.g. Leni Riefenstahl's <i>Triumph of the Will</i> • Classical German culture was promoted to foster patriotism and the idea of a Germanic spirit, e.g. the music of Wagner and Beethoven, and the literature of Goethe and Schiller • In the war years culture was used to bolster the war effort, e.g. the production of the film <i>Kolberg</i> in 1945 to stiffen resistance to invading armies.

	Other relevant material must be credited.
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Section B: indicative content



2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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2	5–10	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
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4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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3	11–16	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
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2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: Sections A and B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the role and status of women in the FRG was different from the role and status of women in the Weimar Republic. The way in which the role and status of women in the FRG was different from the role and status of women in the Weimar Republic should be analysed and evaluated. Relevant points may include: • A greater percentage of women were employed in industry in the Weimar Republic than in the FRG, e.g. to 1977 women in the FRG could only work if it did not interfere with her role as wife and mother • The 'New Woman' in Weimar asserted a woman's place in education, culture and politics more strongly than women in the FRG, e.g. the pioneering work of the psychologist Alice Rühle-Gerstel • A greater proportion of women were directly involved in politics in the Weimar era than in the FRG, e.g. on average 10 per cent of Weimar Reichstag deputies were women, a percentage that was not reached until 1983 in the FRG • Weimar women living in cities showed a willingness to engage in unconventional lifestyles to a greater extent than women in the FRG, e.g. women who copied the 'flappers' in the USA. The way in which the role and status of women in the FRG was not different from the role and status of women in the Weimar Republic should be analysed and evaluated. Relevant points may include: • The rights of women to vote, participate in work and education were enshrined in the constitutions of both the FRG and Weimar • Conservative attitudes among the majority of women and men in the FRG and Weimar saw women's role as being primarily that of wife and mother • Women that fought for sexual equality in the Weimar Republic and the FRG faced similar barriers and disappointments, e.g. the failure to secure equal pay and promotion opportunities. Other relevant material must be credited.

Section C: indicative content



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1933-45, Nazi policies regarding the role and status of women were primarily motivated by the aim to increase the size of the population. The extent to which the Nazi policies regarding the role and status of women were primarily motivated by the aim to increase the size of the population in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Nazis were alarmed by the declining birth rate and its implications for the Thousand Year Reich, e.g. live births in 1900 were around 2 million but had fallen to 971,000 by 1933 • The race laws aimed at making the role of women one of producing Aryan children as a national duty, e.g. to produce future 'national comrades' (<i>Volksgeossen</i>), which in turn increased their social and political status • In 1933, the Marriage Loans scheme offered interest free loans at the rate of one per cent per month to encourage couples to marry and start a family that centred women's role and status around motherhood • Article 218 of the Civil Code prohibiting abortions was rigorously enforced and emphasised women's maternal role, e.g. between 1934 and 1938 convictions rose by 50 per cent • Birth control centres were closed down and financial incentives were given to families to have children, e.g. in 1935 poor families were given up to RM 100 per child • Medals were given to mothers for bearing children and were designed to increase women's status, e.g. in 1939 the Mother's Cross in gold was given to mothers who bore eight children. The extent to which the Nazi policies regarding the role and status of women were not primarily motivated by the aim to increase the size of the population in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Policies affecting the role and status of women were part of constructing a national community that was ordered and where everyone knew their national duty • Policies affecting the role and status of women reinforced Nazi commitment to family values that helped to secure the loyalty of Catholics and conservative thinkers • Policies affecting the role and status of women had strong racial motivation, e.g. only suitable 'Aryan' families were encouraged to breed, while the T4 programme took the lives of children deemed 'unfit' • The exclusion of women from the professions after 1933 shows both Nazi misogyny and an attempt to solve the unemployment crisis • The role of women changed with the approach and entry into war as the Nazis now required women for agricultural work as men were called up for military service. Other relevant material must be credited.

Section B: indicative content



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that war broke out in 1939 because of the miscalculations of other European statesmen. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Britain and France allowed Hitler to remilitarise the Rhineland • Mussolini facilitated Hitler's annexation of Austria by concentrating on building an overseas empire • Chamberlain's desire to avoid European conflict allowed Hitler to gain the Sudetenland Extract 2 • Hitler was in danger of losing the military advantage he held unless he went to war, showing the drive to war coming from Hitler • Hitler was a victim of his own success and believed himself to be infallible, showing that he massively over-estimated the possibility of German victory • In the Polish crisis, Hitler's own psychological make-up was the deciding factor in dismissing the British ultimatum Candidates should use their own knowledge of the issues to further address how Hitler took advantage of the miscalculations of other European statesmen. Relevant points may include: • Hitler took Prague in March 1939 because Britain and France had failed to act against his earlier aggression, and hamstrung Czech defensive capability at Munich. Clear miscalculations. • Hitler took advantage of British dithering about forming an alliance with Russia, e.g. the Hitler-Stalin Pact. It could be argued Chamberlain failed to calculate for this. • Stalin completely miscalculated Hitler's intentions by allying with him. This gave Hitler further confidence, and made the German invasion of Poland inevitable Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the outbreak of war in 1939. Relevant points may include: • The argument that Hitler had a master plan of taking Germany to war, e.g. his writings in Mein Kampf and also his unpublished Second Book



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| | <ul style="list-style-type: none">• The argument that expansionism was historically ingrained in German foreign policy, giving Hitler his 'historic mission'• It could be argued that internal pressures from the NSDAP and business leaders, as well as economic considerations pushed Hitler towards starting war |
|--|--|

Other relevant material must be credited.



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler wanted the Second World War primarily to make living space for Germans. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler was going far beyond the foreign policy of previous governments • Hitler wanted to create a greater Germany consisting of all German-speaking people • Germany's true, or historic, destiny was in the east. Extract 2 • Anti-Semitism was of more importance to Hitler than <i>Lebensraum</i> • There is very little evidence that Hitler had a plan to achieve <i>Lebensraum</i> • Hitler's foreign policy aims were judged to be relatively moderate by the author • Hitler thought a war with Russia would win him allies in the west. Candidates should use their own knowledge of the issues to address the extent to which Hitler wanted the Second World War primarily to make living space for Germans. Relevant points may include: • Hitler was a devotee of völkisch thought which advocated <i>Lebensraum</i> • Hitler believed that German security could only be gained at the expense of Russia which would have to be subjected to German rule as stated in <i>Mein Kampf</i> • The 1,000 year Reich that Hitler planned was only possible if Slav populations were removed from Germany's borders. Candidates should use their own knowledge of the issues related to the debate to address other explanations for the start of the Second World War. Relevant points may include: • The role of other nations in shaping Hitler's military plans, e.g. the rapid and extensive armament output in the USSR frightened him • The economic difficulties caused by Germany's Four Year Plan could be overcome through conquest of new territory • Hitler's belief in himself as the saviour of Germany, and his belief that he possessed insuperable judgement. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the outbreak of the Second World War was a result of blunders by Hitler and his opponents. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The growth of Soviet Russia which was now the second most powerful economy in the world obsessed Hitler, and war with Russia would have made sense • Hitler is alleged to have rearmed to reinforce his diplomatic bargaining power with other European statesmen rather than preparing for war with Russia • The Second World War was not premeditated but resulted from diplomatic blunders. Extract 2 • It is profoundly mistaken to explain the Second World War as the result of diplomatic mistakes • Nazism entailed the ideology of expansionism which was a cause of war in and of itself • The Second World War was planned to the extent that Hitler knew the consequences of invading Poland and was ready to face them. Candidates should relate their own knowledge to the material in the extracts to support the view that the outbreak of the Second World War was a result of blunders by Hitler and his opponents. Relevant points may include: • The appeasement of Hitler by Britain and the Munich settlement • The failure of Britain and France to confront Hitler after the invasion of Prague in March 1938 • The naivety of Stalin in entering into a pact with Hitler in 1939 • The encouragement Hitler received from Mussolini through his nurturing of the Rome-Berlin axis. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the outbreak of the Second World War was a result of blunders by Hitler and his opponents. Relevant points may include: • German preparations for war and Hitler's own declarations of his intention to go to war, e.g. in the Hossbach memorandum of 1937 • Rearmament in Britain was closing the gap with Germany making an early war more attractive to Hitler • The Hitler-Stalin Pact allowed Hitler to strike against Poland without fear of the consequences being a war on two fronts • Germany's economy was in danger from a growing balance of payments crisis that could be solved by conquest.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that the Second World War broke out because European statesmen were too concerned with appeasing Hitler. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 - British and French governments' actions helped Hitler secure a power-base in Europe - The Treaty of Versailles destabilised Europe making it easier for Hitler's tactics to get the result he wanted - All attempts to appease Hitler led to him increasing his demands. Extract 2 - Hitler's foreign policy was based on ideas of race and expansion - Hitler's foreign policy goals went beyond a European settlement and were aimed at world domination - Hitler wanted war as a preferred method of achieving his goals. Candidates should use their own knowledge of the issues to address to what extent the Second World War broke out because European statesmen were too concerned with appeasing Hitler. Relevant points may include: - The encouragement Hitler received from his successful military occupation of the Rhineland - The Munich settlement and the subsequent annexation of Czechoslovakia - Hitler's attitude to the British guarantee to Poland, e.g. the Nazi-Soviet Pact and the invasion of Poland thereafter. Candidates should use their own knowledge of the issues related to the debate to address other factors that explain the outbreak of the Second World War. Relevant points may include: - Hitler's desire for <i>Lebensraum</i> to procure resources and markets for the German economy - Hitler's ideas about 'Jewish Bolshevism' in formulating his attitude to a future war with the USSR - The hardening of Nazi policies to Jews in the build up to war, e.g. <i>Kristallnacht</i> and the attacks on Jews in Vienna in 1938. Other relevant material must be credited.

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5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler invaded Poland in September 1939 because he thought that Western powers would not intervene. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler thought that the British guarantee to Poland had not changed his prospects in Europe • Hitler's invasion of Poland was to secure <i>Lebensraum</i> and a guaranteed food supply • Hitler believed that Britain and France would continue to use appeasement. Extract 2 • The Nazi-Soviet Pact was Hitler's final preparation for war in the East • Hitler wanted war where he could deploy devastating military force • Hitler had calculated that Britain and France might intervene and was not surprised when they declared war. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler invaded Poland in September 1939 because he thought that the Western powers would not intervene. Relevant points may include: • Hitler had grown in confidence as the Western powers failed to intervene over the Rhineland, Austria and Czechoslovakia, all of which went against the terms of the Versailles settlement • Ribbentrop had informed Hitler that the British did not want war • Hitler believed that Britain was not, as yet, prepared for war, militarily or psychologically, and he believed that Germany's superior armaments would dissuade them from acting. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler invaded Poland because he thought that the Western powers would not intervene. Relevant points may include: • Hitler saw war as the means of making Germany great and wanted war for its own sake • Hitler was convinced that Germany had an historic mission to conquer the East as expressed in <i>Mein Kampf</i> • Germany might be outflanked by rearmament in the West unless Hitler seized the initiative and attacked Poland.



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	Other relevant material must be credited.

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5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler prepared Germany for war because he thought it was inevitable, but he did not have a master plan for war • Hitler was flexible in terms of his strategy and tactics, and would do whatever he thought to be advantageous rather than stick to a plan • Hitler did not want a general war in 1939, but a limited, local war against Poland. Extract 2 • Hitler's world-view was formed when he wrote <i>Mein Kampf</i>, he never changed his beliefs, and they guided his actions • Hitler viewed war as a form of racial cleansing against Slavs and Jews, and the chance to gain living space at the expense of the Soviet Union • Hitler wanted to wipe out Marxism and to accomplish this he would have to defeat the Soviet Union. Candidates should use their own knowledge of the issues to address to what extent Germany invaded Poland only because Hitler saw it as an opportunity for an easy victory. Relevant points may include: • Hitler had broken the terms of the Treaty of Versailles and achieved territorial expansion, seeing Poland as another easy opportunity, e.g. similar to his unopposed remilitarisation of the Rhineland • German armaments massively exceeded those of Poland, and with security in the East (Nazi-Soviet Pact) and Britain unable to intervene in the conflict, Poland was seen as an easy conquest • Britain had appeased German expansion into Austria and the Sudetenland and he believed the British would be unlikely to support their guarantee to defend Poland. Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the invasion of Poland. Relevant points may include: • Hitler's long-held desire for war against the Soviet Union could only be realised with Poland occupied as a forward-base • Hitler's willingness to accept war with the UK and France in 1939 since

	both were rearming fast and time was not on Germany's side • The German economy could not keep on producing weapons at such an incredible rate indefinitely and war would stop the economy from overheating, and hence war came in 1939 • Hitler had overcome just about all dissent from within the military and the business elite about his qualities as a leader, and victory over Poland would help maintain the Hitler myth • Hitler shared the Pan-German view that Germany's destiny lay in the conquest of the Eastern lands, and he saw it as his destiny to deliver this. Other relevant material must be credited.
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Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler's ideological convictions were responsible for leading Germany to war in 1939. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler's ambition was to dominate Europe as a prelude to world domination and he could use Britain and Italy to achieve this end • Hitler's anti-Semitism drove his ambitions so that he might remove Jewish influence from the entire globe • Hitler understood German domination to be both a national and personal right • The influence of German history on Hitler had made his convictions absolute and unstoppable. Extract 2 • Nazi Germany was compelled to redress the balance of power in the late 1930s • The Second World War could have been avoided if other powers had conceded territory to him • British policy seemed to offer Hitler approval for his anti-Bolshevism and encouraged further demands from him, including his claims on Poland • Hitler felt that his military advantages in 1939 warranted the invasion of Poland. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler's ideological convictions were responsible for leading Germany to war in 1939. Relevant points may include: • Hitler's social-Darwinist views encouraged war as a manifestation of racial supremacy and made conquest 'natural' • The 'Blood and Soil' ideas held by Hitler encouraged war and conquest to win living space • Defeat in the First World War and the Treaty of Versailles could only be explained (for Hitler) as the work of traitors, and thus Hitler believed another war under his dictatorship had every chance of success • Hitler believed that communism and Judaism were closely linked and thus were the most dangerous enemy facing Germany, which made war on the Soviet Union virtually inevitable • Hitler had sought to prepare Germany for war through racial policies, e.g. only so-called Aryans could be members of the armed forces, and this

Question	Indicative content
	encouraged his belief that Germany would be victorious. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler's ideological convictions were responsible for leading Germany to war in 1939. Relevant points may include: • Despite Hitler's dogmatic self-belief he was prepared to be pragmatic too, e.g. the signing of the Nazi-Soviet Pact to overcome the British guarantee to Poland • Hitler was a gambler as well as an ideologue who was prepared to push his luck and continuously up the ante, e.g. his boast to his generals that 'I always go for broke' • The Nazi Soviet Pact was a disastrous mistake for Stalin to make as it allowed Hitler to consider a winnable war against the Western powers • Had Hitler postponed war to 1943, the year he originally planned for, the other Western powers could have rearmed further than Germany, and thus an early strike was a tactical advantage.

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5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler was personally responsible for the outbreak of war in 1939. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler's personality was a key determinant of German foreign policy • Hitler thought that the world could be divided consensually between Germany in Europe and the British Empire • Hitler never understood the British desire for a balance of power in Europe and he therefore could not grasp the limits of appeasement • Hitler failed to see that British appeasement was at an end when the Nazi-Soviet Pact was signed. Extract 2 • Germany's armed forces were responsible for planning Germany's war effort • There was a continuity in German imperial ambitions from before the First World War that were still shaping foreign policy • Hitler was a spokesman for historic German interests • Hitler's personal role has tended to obscure the other forces at play in taking Germany to war. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler was personally responsible for the outbreak of war in 1939. Relevant points may include: • Hitler had opposed the terms of the Treaty of Versailles since 1919 and argued in <i>Mein Kampf</i> that only war could redress Germany's grievances • Hitler's Social-Darwinist ideology caused him to argue that Germany could only achieve racial dominance through war • By 1939 Hitler believed his own propaganda and that he was a tactical genius guided by providence. Candidates should relate their own knowledge to the material in the extracts to

Question	Indicative content
	counter or modify the view that Hitler was personally responsible for the outbreak of war in 1939. Relevant points may include: • British appeasement had legitimised Hitler's foreign policy and encouraged his demands • France had failed to honour French commitments to protect Czechoslovakia and was seen by Hitler as an increasingly weak power, and this encouraged further territorial demands by Hitler • By signing the Nazi-Soviet Pact Russia had solved the threat of a two-front war for Hitler and this encouraged him to invade Poland • The rearmament of the Western powers was catching up with German military preparedness and prompted Hitler to go for war in 1939.

5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4-7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8-12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13-16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17-20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the weakness and eventual collapse of Weimar democracy, in the years 1919-33, was mainly caused by its constitution. The extent to which the weakness and eventual collapse of Weimar democracy, in the years 1919-33, was mainly caused by its constitution should be analysed and evaluated. Relevant points may include: • The use of Proportional Representation allowed extremist anti-Weimar parties to gain influence, e.g. in the 1932 elections most votes went to anti-Weimar parties • Article 48 allowed for presidential powers to come into effect, and this was used by the right, in the years 1930-33, to exclude the left and pursue a political agenda that ended with Hitler being made Chancellor • The Weimar electoral system enshrined in the constitution made coalition government inevitable, and generally fractious, leading to a rapid turnover of Chancellors and the discrediting of Weimar democracy • The guarantee of rights under Article 109 was opposed by many conservative Germans and inhibited effective coalition government, e.g. instances of the DNVP's opposition to Weimar democracy • The preamble of the constitution pledged to support 'internal and external peace' and this was taken as submission to Germany's enemies and the 'diktat' of the Versailles settlement by parties of the right. The extent to which other factors caused the weakness and eventual collapse of Weimar democracy in the years 1919-33 should be analysed and evaluated. Relevant points may include: • The Wall Street Crash and the recall of US loans plunged Germany into economic turmoil, promoted the growth of anti-Weimar parties, and added to the association of Weimar with defeat and national humiliation • The Nazis had a strategic and very well organised agenda to end Weimar democracy, e.g. Hitler's strategy for power after his release from prison in December 1924: 'we shall have to hold our noses and enter the Reichstag' • The growth of the KPD, and their increasing numbers in the Reichstag, was at once a reason to criticise Weimar democracy for allowing it, and also a reason for conservative Germans to join the Nazis • The passage of the Enabling Act in 1933 gave Hitler sweeping powers to pass laws, which founded his dictatorship and helped to undermine Weimar democracy. Of the Weimar parties, only the SPD voted against it. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the worship of Hitler was the main consequence of Nazi educational and cultural policies in the years 1933-45. The extent to which the worship of Hitler was the main consequence of Nazi educational and cultural policies in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The Nazi Minister of Education, Bernard Rust, stated that the whole purpose of education was to create Nazis loyal to Hitler and to work to his will, thus giving Hitler the status of a demi-God • The 'Heil Hitler' salute was the standard greeting between teachers (many were fanatical Hitler worshippers) and their students, emphasising Hitler's unique leadership throughout the school day • Education by Nazi youth groups was successful in creating a generation of Hitler worshippers; their devotion to Hitler prompting various Christian leaders to speak out, e.g. the Pope's 1937 encyclical 'with burning concern' • Various cultural forms were used to inculcate the worship of Hitler, e.g. Leni Riefenstahl's film <i>Triumph of the Will</i>, and its popularity suggests wide agreement with its lauding of Hitler as the saviour of Germany • The National Reich Church was directed to change Christian culture by making it its mission to loyally follow the German state, headed by Hitler, and thereby put Hitler on a God-like basis. The extent to which other consequences of Nazi educational and cultural policies were important in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Nazi education policies had important consequences for women who were brought up to be little more than wives and mothers • An important consequence of Nazi cultural policy was that it narrowed cultural criticism and imposed cultural values, e.g. the seizure of art that was 'un-German' and the 1937 exhibition of 'degenerate' art • The glorification of Germany in culture was a consequence of huge importance and in various ways, e.g. German classical music was celebrated along with Nazi myths of 'German values'. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the nature of popular support for governments remained essentially unchanged in the years 1933-89. The extent to which the nature of popular support for governments remained essentially unchanged in the years 1933-89 should be analysed and evaluated. Relevant points may include: • There were no major popular uprisings against German governments throughout the period, even at times of acute national emergency, e.g. in the final years of the war as Germany was suffering invasions • The German Labour movement generally acquiesced to governments throughout the period, e.g. no general strikes were organised, nor appeals to external governments for intervention • Continuous support for German governments was often based on economic security and full employment, e.g. for the Third Reich and rearmament and for Helmut Kohl, despite some cutbacks, in the 1980s • German Christians generally continued to support their governments, e.g. Catholics supported anti-Communist policies of the Third Reich and the FRG, even though they opposed some other social policies • German women seem to have provided a bedrock of support for their governments throughout the period, e.g. complying with Nazi injunction to be a good wife and mother, and the continuity of that role in the FRG. The extent to which the nature of popular support for governments, in the years 1933-89, changed should be analysed and evaluated. Relevant points may include: • Resistance to the Nazis, rather than support, existed in niches because of the terror, but that resistance changed as the regime radicalised, e.g. the coming together of resisters in the Kreisau Circle • Popular support for the Nazis changed during the 'Guns vs. Butter' debate in 1936 as the quality of the German diet worsened • World war divided popular opinion, and support for the Third Reich, as patriotism gave way to fear of defeat and repercussions for Nazi atrocities in the east, e.g. the sentiments expressed by the White Rose group • Popular support for the FRG dipped in the 1960s with demonstrations in support of democracy (against the Emergency Law), and against <i>Ostpolitik</i>, which was seen as fraternising with a dictatorship • Generational tensions resulted in some loss of popular support for the government in the 1970s and 1980s, e.g. support for women's liberation demands. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that integration into the European economy was the most significant economic achievement of the FRG in the years 1949-89. The extent to which integration into the European economy was the most significant economic achievement of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include: • The FRG's joining of the General Agreement on Tariffs and Trade in 1951 was significant in getting equity in favourable trade agreements, a departure in Germany's economic relations with other countries • In 1951 the FRG joined the European Coal and Steel Community which was a significant economic achievement because it laid the basis for industry-wide European cooperation • The FRG's role in founding the EEC in 1957/8 was significant because it marked the point where Germany assumed a leading role in shaping the European economy • From 1967 (Treaty of Brussels) to 1989 Germany led European exports to the USA and Asia, and this was significant because the German economy was now the (integrated) powerhouse of Europe. The significance of other economic achievements of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include: • The creation of a social market economy was significant because it successfully (after a struggle) overcame the command economy inherited from the Third Reich • Achieving membership of NATO in 1955 had a significant outcome for the German economy, e.g. it restarted the German arms economy, and the stationing of British and US troops there provided a further boost • The reorganisation of industry in the 1950s producing low-cost/ high-tech goods was significant in boosting exports • Germany's importation and employment of skilled workers was a significant economic achievement as it supplied much needed labour without the cost of education and training • Adjusting the economy after the recession of 1966/7 and the oil crisis of 1973/4 was significant in containing labour unrest and keeping economic growth moving. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the Second World War was caused by Hitler's racist ideology. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The leaders of the Third Reich had prepared for a decisive war from the moment they came to power in 1933 • Hitler's and his ministers' outlook made them prepare for an inevitable race war that they believed would enable Germany to dominate Europe and the world • From 1937 onwards the drive to war, and preparing Germans for it, intensified with the Nazis becoming more thorough and ruthless • When Germany invaded Poland, they were embarking on a race war to subjugate and exterminate. Extract 2 • Hitler should not be blamed for everything to do with starting the war, and those who do this are obscuring its origins • Hitler provided a dynamic element in the approach to war, but he reflected the feelings of the German people • Hitler's ambition to make Germany a dominant power in Europe was no different from the ambitions of other statesmen • Other European statesmen objected to what Hitler was doing because they feared German expansion, otherwise he was one of them. Candidates should relate their own knowledge to the material in the extracts to support the view that the Second World War was caused by Hitler's racist ideology. Relevant points may include: • Hitler expressed the desire to take Germany into a race war in <i>Mein Kampf</i> in 1924 and it was thus a long-standing personal aim • The annexations of Austria and Czechoslovakia were both followed by violent racist attacks on Jews and Slavs suggesting a connection between German expansion and racism • Hitler viewed Jews as anti-German and an international force against nations, and thus saw the eradication of 'the Jewish problem' as part of his foreign policy aims • Hitler hated the Slavs and saw it as his historic duty to fight a race war against them, and to ethnically cleanse their land to make way for German settlers in a

Question	Indicative content
	'blood and soil' conflict. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Second World War was caused by Hitler's racist ideology. Relevant points may include: • The appeasement of Germany, especially after rearmament, had led Hitler to believe that the threat of war or its implementation would result in concessions to his territorial demands • Hitler's initial aim was to reduce Poland to the condition of a docile ally against the USSR but Poland's unwillingness to accept this role produced war • Germany believed that war with Poland would not necessarily lead to world war and that, in any case, Germany's military capabilities would mean the allies would be unable to stop a swift, decisive victory • German territorial expansion was desired from a broad section of the German industrial elite, and independently therefore from Hitler's racist ideology.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler invaded Poland because he thought the coming war would be a 'local conflict'. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler thought a localised war with Poland was likely because Britain and France were ineffectual and weak and could not fight a general war • Hitler's low opinion of British and French politicians led him to misunderstand the nature of their guarantees to Poland • Hitler failed to see that Britain and France were prepared to make a stand over further German expansion • Hitler was shocked when Britain and France declared war after he invaded Poland. Extract 2 • Hitler thought Chamberlain's guarantee to Poland lacked credibility and in particular that British intervention in Poland would be difficult, which reinforced his belief in the possibility of a localised war against Poland • Hitler told military leaders that further foreign policy successes could not be won 'without bloodshed' • Hitler's war aims were made clear to the generals and included securing living space in the east and food supplies. Candidates should use their own knowledge of the issues to address the view that Hitler invaded Poland because he thought the coming war would be a 'local conflict'. Relevant points may include: • Hitler's military preparations were designed to fight and win a short decisive war and not a general war • Hitler's own memories of war in the trenches set him against any possibility of a war of attrition, which would both demoralise troops and be difficult for Germany to provision • The Molotov-Ribbentrop Pact secured Germany's eastern front and Britain and France had no land route to support Poland militarily, and therefore the theatre of war would be isolated from external interference • Appeasement over Austria and Czechoslovakia had set a pattern of concessions that Hitler thought would continue, largely based on British distrust of the Soviet Union and approval of German expansion eastwards.

	Candidates should use their own knowledge of the issues related to the debate to address other reasons for Hitler invading Poland. Relevant points may include: • Britain and France were catching up with Germany in armaments production and Hitler knew that if he waited his military advantage might dissipate • Hitler was obsessed with conquest in the East and sought to maximise his opportunities in that direction. Therefore, giving up on Poland was not an option and war was the best choice to secure a front against Russia • War against Poland would be the first step of restoring German dominance in the east and fulfilling the Nazi promise of lebensraum by bringing opportunities to settle Germans in conquered lands • Hitler thought he was a man of history sent by God to restore Germany to greatness and his ego blinded him to the warnings of his generals about the dangers of pursuing war. Other relevant material must be credited.
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5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.



Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that opposition to democratic government was the most significant impact of the Treaty of Versailles within Germany in the years 1918-33. The extent to which opposition to democratic government was the most significant impact of the Treaty of Versailles in the years 1918-33 should be analysed and evaluated. Relevant points may include: • The German signatories of the Treaty of Versailles were popularly associated with the 'November Criminals,' and this had a significant impact because it was used to criticise the post-war regime and democratic politicians • Opposition to the Treaty of Versailles from the military had a significant impact on Weimar democracy's ability to function, e.g. the military refused to put down the Kapp Putsch • The Treaty of Versailles mobilised KPD opposition because they used it to argue for the workers to look to Russia for leadership rather than the western democracies • The Treaty of Versailles stoked opposition from the conservatives because they felt shackled by the military clauses that impinged on heavy industry and they therefore opposed Weimar democracy too • The Treaty of Versailles fuelled the growth of the Nazis throughout the period and, most importantly, the Nazis ended Weimar democracy. The significance of other impacts of the Treaty of Versailles in the years 1918-33 should be analysed and evaluated. Relevant points may include: • The 1923 hyperinflation was an important economic impact from the Treaty of Versailles because printing money to pay reparations led to a major economic crisis • The obligation to pay reparations, as stipulated by the Treaty of Versailles, had the significant impact of causing French troops to occupy the Ruhr in 1923 • A positive impact of the Treaty of Versailles was that it enabled the German government to negotiate with western governments, e.g. the Dawes and Young Plans that secured loans • The loss of land and population in the territorial clauses of the Treaty of Versailles had the significant impact of reducing Germany's economic base and creating the problematic <i>Auschlandsdeutsche</i> • The Treaty of Versailles weakened German defences and had a significant impact on foreign policy, e.g. the Treaty of Rapallo and the Locarno Pact. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the Great Depression (1929-32) was the most significant economic challenge that Germany faced in the years 1918-45. The extent to which the Great Depression (1929-32) was the most significant economic challenge that Germany faced in the years 1918-45 should be analysed and evaluated. Relevant points may include: • The Great Depression was significant because German trade collapsed • The Great Depression caused a significant increase in unemployment with the official record showing over six million Germans unemployed by the end of 1932 • The Great Depression caused a banking crash in 1931 which was significant enough, but this then ruined Germany's already damaged credit worthiness • The Great Depression massively affected industrial production, e.g. by 1932 it was just forty per cent of output in 1929 • The Great Depression led to Chancellor Brüning implementing austerity policies, e.g. raising taxes while cutting salaries and welfare benefits, which led to significant social outcomes, e.g. the suicide rate rose dramatically. The significance of other economic challenges that Germany faced in the years 1918-45 should be analysed and evaluated. Relevant points may include: • The 1923 hyperinflation occurred when French troops were occupying the Ruhr and led to Communist and Nazi attempts at revolution, and called forth Presidential rule, which is a measure of its significance • Hitler's rearmament policies were a significant economic challenge as evidenced by the remarkable measures taken, e.g. making Goering 'economic dictator' • Making Germany self-sufficient through the policy of autarky was a significant challenge that required the mass production of ersatz goods, e.g. Buna rubber • Maintaining a war economy after 1939 was a significant challenge in many ways, e.g. phenomenal output requiring the employment of women and POWs, and maintaining output in the face of allied bombardment. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the how far they agree that democratic government was the main reason for political stability in the FRG in the years 1949-89. The extent to which democratic government was the main reason for political stability in the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include: • The new parties of the FRG broadly agreed with allied plans for reconstruction, so the new democracy had fewer issues over which to divide the country, and a stable base from which to grow • The Basic Law set out democratic rights and freedoms along with an inclusive system of government that gave Germans little reason to protest, giving the FRG stability • Adenauer's exclusion of the Socialist Reich Party and KPD turned the Bundestag into a democratic three-party house that all supported the status quo giving the government more stability • The potentially destabilising actions of Adenauer, e.g. setting up a government-controlled television station in 1961, was handled within the democratic framework, e.g. by the intervention of the Supreme Court • Democracy overcame challenges from students and the German Federation of Trade Unions through collaboration between the parties to absorb the anger and present safe policies, e.g. Schmidt's 1981 'cuts' budget. The importance of other reasons for the political stability of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include: • Committed Nazis were unable to undermine the FRG in the way they had the Weimar Republic because they were excluded from positions of power, and were discredited by the Nuremburg Trials • The social-market economy provided a modicum of contentment in terms of labour relations and this in turn gave political stability to the FRG, and membership of the EEC (1957) strengthened this trend • New economic opportunities opened up after the FRG joined NATO in 1955 and declining unemployment combined with rising wages contributed to political stability • In the years 1955-65, exports consistently exceeded imports leading to investment in new-builds, research and development and a high tech manufacturing economy that contributed to political stability • Brandt, Schmidt and Kohl used <i>Ostpolitik</i> to deflect criticism and gain international approval in the years 1965-89, which was a stabilising factor. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that Germans maintained a generally hostile attitude to cultural change in the years 1918-89. The extent to which Germans did maintain a generally hostile attitude to cultural change in the years 1918-89 should be analysed and evaluated. Relevant points may include: • Most conservatively-minded Germans, especially outside the big cities, viewed Weimar cultural change as immoral, and un-German, e.g. the Centre Party's warnings about women's dress and behaviour • The Nazis outlawed so-called degenerate culture and promoted traditional German culture through 'Strength Through Joy', which seems to have been widely approved of, e.g. at the Wagner Festival at Bayreuth • Anti-Nazi and radical culture in the Third Reich catered for a small minority of people who formed a particular niche, e.g. the Swing culture that attracted a young middle class audience • The FRG embraced consumerism, which lessened cultural tensions, but the dominant cultural choices remained conservative, e.g. <i>Heimatfilm</i> and classic US films such as westerns and Charlie Chaplin comedies • German classical music and literature remained popular with educated Germans who wanted to resist the Americanisation of film and popular music. The extent to which Germans did not maintain a generally hostile attitude to cultural change in the years 1918-89 should be analysed and evaluated. Relevant points may include: • Cultural tastes in Weimar Germany were often demarcated along political lines, and radical thinkers celebrated cultural innovation readily, e.g. Bauhaus and the New Objectivity • In Weimar Germany overtly, and the Third Reich covertly, many otherwise loyal Nazis enjoyed night clubs, burlesque and the dance scene, including Goebbels, suggesting cultural hostility was not maintained • The cultural offerings of the RKK, despite Goebbels insistence to be entertaining, were considered boring and unworthy of German standards by many Germans who read forbidden books and listened to the BBC in secret • Cultural inclinations often reflected generational tensions, and young Germans willingly explored radical culture throughout the period • Cultural boundaries in the FRG were pushed by young Germans in film, literature and art to explore Germany's Nazi past and understand their history and heritage, e.g. after the 1962 Oberhausen Manifesto • The 1980s saw changing political and cultural attitudes in the younger generation, e.g. anarchism and punk culture suited opposition to NATO and <i>Neue Deutsche Welle</i> influenced the popular music scene. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Britain and France assisted Hitler's desire for war. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The attempt to blame Hitler for everything that led to war overlooks the mistakes made by Britain and France • The unfairness of the Treaty of Versailles created a guilt-complex, in Britain especially, that Hitler used to blackmail the West with • Britain and France worked to avoid war, but every concession to Hitler led to him upping his demands, as blackmailers do • When Britain and France realised Hitler was a bad-faith negotiator, Hitler was already too powerful to control. Extract 2 • Hitler's racial ideology was the driver for his expansionist policies • Hitler believed in the existence of a racial hierarchy with Aryans at the top, and war was the means by which Hitler would secure Germans their rightful place in the world • Hitler's racial views were linked to the need for Germany to secure living space • German foreign policy had a continuity in the years 1890-1933, but Hitler abandoned it in favour a policy based on war. Candidates should relate their own knowledge to the material in the extracts to support the view that Britain and France assisted Hitler's desire for war. Relevant points may include: • Early opportunities to maintain the terms of the Treaty of Versailles were not taken, e.g. over German rearmament, the remilitarisation of the Rhineland, and British complicity in the Anglo-German Naval Agreement • Anschluss and the Munich Agreement gave Hitler the opportunity to take Czechoslovakia completely, which gave him the Czech arms industry and secured his southern border • Britain dithered about whether to ally with the Soviet Union and allowed Hitler to take the initiative with the Ribbentrop-Molotov Pact • The British guarantee to safeguard Poland was not backed up with any preparations and thus invited Hitler to act. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Britain and France assisted Hitler's desire for war. Relevant points may include: • As leading members of the League of Nations, which also lacked US

Question	Indicative content
	involvement, Britain and France had responsibilities outside Europe that distracted them, e.g. the expansionist aims of Italy and Japan • France was politically unstable and faced a major crisis in 1936, which compounded French caution and made France a weak ally for Britain • A lack of military preparedness on the part of Britain encouraged Hitler to act quickly and meant appeasement was a necessary delaying tactic for Britain • Hitler had based his entire political career on, as he saw it, righting the wrongs of German defeat in 1918, and the subsequent settlement. He could not be seen to back down • Stalin was seemingly oblivious to Hitler's intention to destroy 'Jewish Bolshevism' in Russia, and opened the door to an invasion of Poland with the Ribbentrop-Molotov Pact.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler invaded Poland because he wanted to fight a general European war. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • By the summer of 1939 Hitler only wanted further territorial gains through using devastating means of war • Ribbentrop openly admitted that what Hitler wanted out of Poland was war, even though the Poles were ready to negotiate • Hitler knew Britain and France would declare war if he invaded Poland, but he thought that he could defeat them and thus clear the way for an uninterrupted war on the Soviet Union. Extract 2 • In dealing with the Danzig question Hitler believed that Britain and France would continue to appease him, even though they were rearming • Hitler thought Chamberlain's guarantee to Poland was a bluff, and thus he cancelled the German-Polish Non-Aggression Pact and the Anglo-German Naval Agreement • Hitler made his plans look like a repeat of how he had dealt with the Czechs • Hitler told top military officers that his plans for Poland were to gain Germany <i>Lebensraum</i> and a guaranteed food supply. Candidates should use their own knowledge of the issues to address the view that Hitler invaded Poland because he wanted to fight a general European war. Relevant points may include: • Hitler had expressed frustration that the Munich agreement had cheated him out of the chance for a war that would test German arms, and prove German superiority • Hitler believed that Britain was too committed to defence of its imperial possessions to be a serious opponent in Europe, and that without Britain France would be a weak adversary • Hitler was aware of Germany having to face enemies on its eastern and western border in the First World War and wanted to secure the western front before engaging the Soviet Union • Hitler's racial beliefs and his Social Darwinist mind-set made him believe in the rightness of settling international relations through struggle.

	Candidates should use their own knowledge of the issues related to the debate to address other reasons for Hitler's invasion of Poland. Relevant points may include: • The Nazi-Soviet Pact had forestalled war on the eastern front and it was logical to Hitler that this would make Britain and France more likely to continue with appeasement • Chamberlain's guarantee to Poland would be difficult to fulfil because Britain only had the capability to support Poland with the Royal Navy, lacking a land route, and being beyond the range of the RAF • The timing of the invasion of Poland was to some degree forced on Hitler because the western powers were catching up in arms production and it might be better to start the war before they were fully prepared • Hitler's preparations for blitzkrieg suggest he was thinking in terms of a localised war rather than a general war of attrition. The resources and preparations for a long war were largely absent in 1939. Other relevant material must be credited.
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5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.
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Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. - Some relevant contextual knowledge is included, with limited linkage to the extracts. - Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	- Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. - Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. - A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	- Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. - Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. - A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	- Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. - Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. - Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	- Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. - Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. - Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the economic challenges faced by the Weimar Republic, in the years, 1918-32, were caused mainly by the impact of the Treaty of Versailles. The extent to which the economic challenges faced by the Weimar Republic, in the years, 1918-32, were caused mainly by the impact of the Treaty of Versailles should be analysed and evaluated. Relevant points may include: • The loss of territory in Europe and colonies abroad reduced the German population and impacted imports and exports, e.g. Polish Corridor and German South West Africa • The military clauses restricting German militarisation impacted the arms industry and the heavy industry that supplied it, e.g. Krupp Steel had to renounce arms manufacture and 70,000 workers were laid off • Article 231 and the subsequent reparations bill of 20bn gold marks was one of the factors that stoked hyperinflation in 1923 • The invasion of the Ruhr in 1923, linked to Germany's failure to honour the crippling reparations bill, further impacted the German economy and the hyperinflation • Default on reparations payments tied Germany to US finance. The recall of European loans by US banks devastated the German economy and stoked anti-Versailles feeling 1929-32. The extent to which the economic challenges faced by the Weimar Republic, in the years, 1918-32, were not caused mainly by the impact of the Treaty of Versailles should be analysed and evaluated. Relevant points may include: • The First World War left Germany suffering from high inflation because the Kaiser's war-effort had been funded by borrowing • The British blockade of German ports impacted the German economy by causing starvation that, in tandem with the influenza pandemic, reduced the population, e.g. 260,000 deaths from flu in 1918 • Government proposed solutions to hyperinflation such as higher taxation was resisted by industrialists who profited from the crisis, e.g. Hugo Stinnes boasted of using 'the weapon of inflation' to build his empire • The 1929 crash was caused in the first instance by factors particular to the USA, and therefore the Treaty of Versailles was not to blame • The large German agricultural sector was seriously depressed by 1928 • The austerity policies of Brüning reduced the spending power of the public and contributed to the recession. Other relevant material must be credited.



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that Nazi education and cultural policies were driven mainly by racial prejudice in the years 1933-45. The extent to which Nazi education and cultural policies were driven mainly by racial prejudice in the years 1933-45 should be analysed and evaluated. Relevant points may include: • The exclusion of Jewish teachers from schools and universities from April 1933 • The inclusion of 'race science' in the school curriculum after 1935 and the rejection of the study and development of particle physics as 'Jewish' • Hitler Youth summer schools reinforced the school curriculum with lessons about the importance of racial purity • Sport was used to promote the physical fitness needed to sustain the stock of the thousand-year Reich, and to promote the superiority of the Aryan race • Music was promoted and proscribed on racial grounds, e.g. Wagner was idolised and Jazz was demonised • The 1937 Degenerate Art exhibition demonised works from non-Aryan artists as being 'worthless' and 'corrupt'. The extent to which Nazi education and cultural policies were not driven mainly by racial prejudice in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Nazi education policy was aimed at creating admiration for, and loyalty towards, Hitler, e.g. history lessons on his struggle against the Treaty of Versailles and Napolas that prepared youth for the SS • Education put a strong emphasis on the peoples' community with boys and girls fulfilling their biological roles within it, e.g. girls and the domestic sphere and boys trained as soldiers • The Hitler Youth gave boys military training and were more intensely focused on Hitler worship and unthinking obedience • The Strength Through Joy programme involved trips to a variety of German places that would stimulate a love of the Fatherland • Nazi culture idealised rural life and farmers, e.g. as part of their 'blood and soil' ideology • Nazi architects were encouraged to produce monumental architecture that would complement the greatness of the Reich, e.g. Albert Speer's plans for Germania. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1918-45, Germans continued to favour authoritarian government. The extent to which Germans continued to favour authoritarian government in the years 1918-45 should be analysed and evaluated. Relevant points may include: • The fall of the Kaiser and the threat of revolution pushed a significant number of Germans towards authoritarianism, e.g. the DNVP (founded 1918) immediately drew in monarchists, conservatives and nationalists • Weimar's 1923 political and economic crises saw political opinion shift in favour of authoritarianism, e.g. expressed in the election of Hindenburg as President in 1925 • The collapse of the Müller coalition in 1930 and the assumption of rule by the President was welcomed among elites and supported by the DNVP and Zentrum parties • The vote for the Enabling Act of 1933 that helped to end democratic government was supported by the majority of parties and their representatives, e.g. 444 for, 94 against and 109 absent • Hitler's assumption of the roles of Chancellor and President (Führer) in 1934 did not produce any major reaction, even from those not likely to be subjected to terror • After the fall of France in 1940 and the prospect of a victorious war, Hitler enjoyed broad popularity across Germany • Hitler was not overthrown and Germans fought to the bitter end in the Second World War, which suggests fairly broad support for his dictatorship. The extent to which Germans did not continue to favour authoritarian government in the years 1918-45 should be analysed and evaluated. Relevant points may include: • The deposed Kaiser was forced to live out his life in exile at Doorn in the Netherlands • The attempt to impose Wolfgang Kapp on the country was met with a highly effective general strike. He lasted for four days • The parties of the left and centre that favoured democracy formed the majority in the Reichstag until 1930, which suggests that most Germans opposed authoritarian government • Opposition necessitated the growth of the terror state and after 1935 many formerly respectable groups were being monitored, e.g. Hitler Youth were told to keep an eye on parents and teachers • Grumbling and dissent, commonplace before 1939, turned to determined opposition in the war years, e.g. the activities of the White Rose Group and the July bomb plot. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far they agree that Ludwig Erhard made a more significant contribution to the success of the FRG than other politicians did in the years 1949-89. The extent to which Ludwig Erhard made a more significant contribution to the success of the FRG than other politicians did in the years 1949-89 should be analysed and evaluated. Relevant points may include: • Erhard gained international prestige while Minister for Economic Affairs for his role in the 'economic miracle' • Erhard was able to bring together diverging economic and social thinking and effected what became known as the social market economy • Erhard played an important role in the integration of Germany into the European Common Market, e.g. his part in framing the 1951 Treaty of Paris and the establishment of the ECSC • As Chancellor (1963-66) Erhard was associated with the introduction of progressive social policies, e.g. housing benefit was introduced in 1965 • Erhard's distaste for party politics enabled him to work with politicians from a variety of backgrounds and pursue policies under his own initiative, e.g. his attempts to negotiate German reunification with Khrushchev. The significance of the contribution of other politicians to the success of the FRG in the years 1949-89 should be analysed and evaluated. Relevant points may include: • Konrad Adenauer was a political giant on the European post-war stage. He is credited with much of the FRG's 'economic miracle' that brought prosperity, stability and a sense of national inner peace after Nazism and war • Adenauer was an advocate of German integration into the EU and campaigned for Germany to be allowed to develop its arms industry, both of which brought economic success to the FRG • From 1967 Chancellor Willy Brandt developed his policy of Ostpolitik as a primary goal of German foreign policy, and in 1971 won the Nobel Peace Prize for his efforts • Brandt responded to demands for change from younger voters with a number of domestic reforms under his slogan, 'Let's dare more democracy', e.g. he raised the education budget from 16 billion to 50 billion DM • Helmut Kohl embraced neoliberal policies that broke with consensus politics, e.g. he controversially agreed to allow NATO to site missiles in Germany and he cut welfare spending • Kohl worked with French President Mitterrand to overcome historic adversity and together make their two countries the driving force behind EU policies, e.g. as symbolised by their historic meeting at Verdun in 1984. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler's invasion of Poland was not part of a well thought out plan. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler tried other strategies than war to gain access to Poland, e.g. getting them to join the Anti-Comintern Pact, and he chose war because Polish independence proved to be a sticking point • Hitler changed his attitude to the Soviet Union opportunistically, because a partitioned Poland would give Germany advantages in the coming war • Italy's refusal to join an immediate war reinforced Hitler's decision to make an alliance with Stalin • The German military leaders were keen on the practicality of war on Poland and a one-front war on the west. Extract 2 • Hitler had a grand strategy that involved the consolidation of German-speaking territories and the creation of a Greater German Reich that would break the terms of the Treaty of Versailles • Poland would provide a military base for war on Russia, and this explains his preparation for war on land • Anschluss with Austria was a precursor to the taking of the Sudetenland and Czechoslovakia • The invasion of Poland completed the first stage of Hitler's plan. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler's invasion was not part of a well thought out plan. Relevant points may include: • Hitler's rhetoric always contained imagery of German strength and readiness for war because anti-Versailles propaganda was popular and it made him, an indecisive person, seem decisive • Hitler's racial and imperialist statements in <i>Mein Kampf</i> are expressed in vague terms and as broad aims rather than a detailed plan • Hitler took opportunities when they arose not as pre-planned acts, e.g. the Italian invasion of Abyssinia in October 1935 prompted him to march troops into the Rhineland in March 1936 • Hitler invaded Poland because he was worried that rearmament in Britain would outstrip that of Germany, and therefore he went to war before Germany was fully prepared. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler's invasion of Poland was not part of a well

Question	Indicative content
	thought out plan. Relevant points may include: • Hitler staked his career on the belief that it was his historic mission to avenge German defeat in the First World War and he had prepared Germany for war by 1939 with remarkable results • The Treaty of Versailles had left one million Germans living within Poland's borders and Hitler consistently promised to take them back under German statehood • The Hossbach Memorandum shows that Hitler was thinking about strategies for war and German domination in Europe in 1937 • Hitler's long-term plans for war would have to be adapted to changing circumstances in any case, and his opportunism does not disprove that he worked towards a plan • By 1939 Hitler had overturned most of the limitations placed on Germany by the Treaty of Versailles, and the invasion of Poland logically followed from the takeover of Austria and Czechoslovakia.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that Hitler took Germany to war because he misunderstood British foreign policy. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Hitler thought that the world could be divided into a British sea-based power and the German domination of central Europe • Hitler never understood that Britain required a balance of power in Europe and would not continue to acquiesce in the face of wars of aggression • Hitler did not understand that the British guarantee of Polish sovereignty meant that appeasement was effectively at an end. Extract 2 • German elites had a history of planning wars to increase German economic strength • Hitler, in the late 1930s, was acting as the champion of longstanding German imperial interests • The takeovers of Austria and Czechoslovakia gained substantial amounts of fuel and machinery to be used in the Four Year Plan • German foreign policy is best explained by Germany's economic needs rather than the actions of a mad and egotistical leader. Candidates should use their own knowledge of the issues to address the view that Hitler took Germany to war because he misunderstood British foreign policy Relevant points may include: • Hitler thought Britain would be an ally in a war against Communist Russia, which shows he misunderstood British imperial policy • Hitler thought that British foreign policy was driven by racism and belief in white supremacy, and that this could lead to an alliance between the two countries • Hitler thought that appeasement, and its failure to limit Hitler's aggression, was a sign of British weakness. Britain remilitarised effectively between 1936 and the outbreak of war • Hitler thought that an alliance between Britain and the Soviet Union was unthinkable and this encouraged him to make a pact with Stalin. Candidates should use their own knowledge of the issues related to the debate to address other reasons why Hitler took Germany to war. Relevant points may include:

	• Hitler believed he had an historic mission to make Germany into the dominant world power • Hitler went to war in September 1939 because he was frightened that Britain's rearmament might catch up with Germany's • Hitler had long-term notions of solving Germany's problems through <i>Lebensraum</i>. Other relevant material must be credited.
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Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • There was continuity between the foreign policy of the Third Reich and those of the Second Reich and Weimar Republic • Hitler added <i>Lebensraum</i> to the expansive aims of foreign policy in the First World War • Hitler built on the policies of the Weimar Republic concerning revision of the terms of the Treaty of Versailles that affected reparations and rearmament, to which he added a racist rationale • By 1937 Hitler felt confident enough to revive the expansionist aims of the foreign policy of the Second Reich. Extract 2 • Hitler gave the decisive push to European diplomacy that was already in a state of collapse • German foreign policy was driven by the need for economic and military advantages that the Nazis added an ideological dynamic to • Hitler's role was central in taking Germany to war through his willingness to defy conventions, take risks and use the weakness of the western democracies to his advantage • Hitler's dictatorial power, backed by fanatical Nazis, was the essential ingredient for the outbreak of war. Candidates should relate their own knowledge to the material in the extracts to support the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'. Relevant points may include: • Hitler often referred to his God-given role in fulfilling Germany's historic destiny, e.g. in <i>Mein Kampf</i> and in his monologues at the dinner table • Hitler's Germany faced the same intractable economic problem as the Second Reich in that Germany was an expanding and dynamic power boxed into central Europe through treaties and national boundaries • There was a long history of far-right thinking in Germany that saw the conquest of Slav lands as a desirable and justified quest, e.g. the Pan German League • Hitler was an avid reader about German history, from which he drew much of his inspiration, e.g. even at the time of his death he was reading Thomas Carlyle's biography of Frederick the Great.



Question	Indicative content
	Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Hitler took Germany to war because he was influenced by 'the past traditions of German foreign policy'. Relevant points may include: • The appeasement of Hitler by the western democracies gave him the confidence to believe he could win a war against the west if they intervened • Hitler was worried that he might start to lose the arms race and so chose war in 1939 when he had expressed preference for a war in 1943 • The Molotov-Ribbentrop Pact was a safeguard against a two-front war, the prospect of which served as a constant worry to Hitler and his generals • Hitler's racism led him to underestimate the dangers of war in the east on the one hand, and encouraged German expansion there on the other.